THE AMERICAN

School Board Journal

PERIODICAL OF SCHOOL ADMINISTRATION

IN THIS ISSUE:

VOLUME 114, NUMBER 6 JUNE, 1947

THE AMERICAN
School Board Journal
A Periodical of School Administration

Published on the first day of the month by
THE BRUCE PUBLISHING COMPANY
540 No. Milwaukee Street, Milwaukee 1, Wis.
CENTRAL OFFICE: 105 SOUTH LA SALLE STREET, CHICAGO 3, ILL.
EASTERN OFFICE: 330 WEST 42ND STREET, NEW YORK 18, N. Y.

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SUBSCRIPTIONS. — In the United States and Possessions, $3.00 per year. In Canada and countries of the Pan American Union, $3.00. In Foreign Countries, $3.50. Single copies, not more than three months old, 35 cents; more than three months old, 50 cents. Sample copies, 25 cents.

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The contents of this issue are listed in the "Education Index."

Pupil Safety First

The well-being, health, and safety of the pupil must be the primary directive for the maintenance, repair, and renovation of schoolhousing facilities this summer. Few, if any, new buildings will be completed for September school opening. Utilizing all available schoolhousing to the very limit and providing safe and sanitary facilities, fully adequate for the educational work to be carried on, will continue as a major problem of the 1947–48 school year. The daily news of tragic accidents in almost every area of human activity, and in many cases due to obsolescence, failure of equipment, and the lack of proper maintenance, are warning signals that it can happen in schools.

Leading producers of school equipment and supplies and their distributors are now in a position to render outstanding service in the rehabilitation of school buildings. Much that is new in materials and equipment, and especially in techniques for the application and use of these products in schoolhousing, has been developed and is now available. The situation demands careful attention and supervision to every detail of the renovation of school buildings, repairs and replacements, and the installation of new equipment by way of providing schoolhouse facilities for the September opening that will safeguard the health and well-being of the school children.

For product and service information, refer to the advertising pages of the AMERICAN SCHOOL BOARD JOURNAL, and then make use of the inquiry form on page 79.

Title Page and Index

A Title Page and Index to Volume 114, January to June, 1947, has been prepared. A post card addressed to Bruce-Milwaukee, P.O. Box 2068, Milwaukee 1, Wis., will bring a copy.

THE AMERICAN
School Board Journal

Volume 114, No. 6 JUNE, 1947 Subscription, $3.00 the Year

TIME TAKES INVENTORY

Productive Procedures Aid —

School Board Meetings

K. A. Johnson[1]

The school board meeting is an important event for a board and for the superintendent of education. It is here that a pattern of work is outlined for him as the executive officer of the schools to carry out. If board meetings are conducted as they should be, they will provide the superintendent, principals, and teachers an opportunity to develop policies and to put into action plans which will improve the instruction in the entire school system. From a legal and policy-making point, the board meeting is the only means of planning a scientific program of growth and advancement for the schools. It is the only time that binding legal action can be taken by the schools. It is with this idea in mind that I have attempted to prepare this article which will be presented in two parts.

I. Business Procedure and Routine

"It is not the board's business to entangle itself in details of administration."[2] This principle should be kept in mind at all times by the superintendent and the board. It has been noted that many boards over the nation spend most of their meeting time discussing trivial and minor matters, thereby never having time to deal with the more important matters of instructional problems and policy formulation, which are the main business of the board.

A. Routine of Meetings

Routine matters may be expedited if each meeting is carefully planned in advance by the superintendent, with the help of his associates in the central school office. Excellent results have been observed to flow from the practice of placing several days in advance, in the hands of each board member, a copy of the anticipated agenda for the meeting. In this outline, all routine and legally necessary business may well be grouped under logical headings and arranged so that the board can dispose of it with efficiency and speed.

Experience has shown that board meetings must be regularly scheduled; no board can attend to its necessary duties when meetings are held at intervals longer than a month — or more frequently than every two weeks. A fixed meeting place is important, as are a regular day of the week and hour. The total setting should be in keeping with the importance of the board's business, easily accessible, and convenient to the members, the professional staff, and the citizens. With good planning, most boards can complete their regular business meetings in two hours, and practically half of the time can be devoted to the evaluation of school results and the working out of new policies and plans.

It is necessary for school board members and their executives to keep the purpose of the schools — the instruction of children — fully in mind in planning and conducting meetings. It is in fact a primary duty of the superintendent to see that this is done. The schools exist for the children, a matter of first importance to be considered in making board meetings worth while.

In addition to agenda, problems of policy and proposals for the expansion of school services require certain advance information, which the superintendent may convey to the members in the form of personal letters. There are conditions which require more understanding than an oral statement can provide. In such matters it is only prudent for the superintendent to write a carefully formulated statement which can be studied at length. A clear understanding of a problem leads to productive discussion and is in the end a timesaver.

B. Procedures at Meetings

Experience and legal requirements have suggested that boards of education have an annual, as well as a monthly, cycle of duties to perform at their meetings. The annual reorganization of the board, including the election of officers, the re-election of the supervisory and teaching staff, the annual voting of the budget — these duties are typical of the yearly cycle. Each monthly or semimonthly meeting includes some fixed duties which must be met, some inescapable formalities, and some variables which may be spoken of as "new business." The usual necessary procedures have been variously arranged. A plan suggested by a group at the University of Tennessee,[3] similar to other widely used plans, may be of some value:

1. Call to order by the chairman
2. Roll call
3. Reading of the minutes (approval or correction)
4. Approval of bills to be paid
5. Other old business
6. Report of the superintendent
   - *a*) Present facts, recommendations
   - *b*) Recommendations on business at hand and policy
   - *c*) Reports, personnel appointments
7. Other new business
8. Adjournment

If a plan similar to the above is followed, and if the superintendent has grouped detailed matters, it seems likely that much time will be left for Part 6, the Report of the Superintendent. In this area, the superintendent has the responsibilty to place before the board the broad, current problems, and after simple discussion, to get the balanced judgment of the group and sound agreement on policies, which should solve many proximate difficulties.

It is not farfetched to say, that if the time of board meetings is wasted on detail work and discussion of insignificant matters, it is unjust to the children in the schools. They and their parents have every right to expect the school board to spend most of its time dealing with the broad policies of administration.

The duties, responsibility, and authority of the legal officers of the board should be clearly defined and adhered to. The president of the board, who is elected for a one-year term, legally calls the meeting to order and presides during the entire session. He should see to it that ample discussion of matters is permitted, but at the same time he must be quick to avoid and prevent needless time-consuming attention to unimportant details. He should insist that correct procedures of business are adhered to.

In small communities, if the law permits, the superintendent of schools may well serve as secretary to the board, and if he does he should keep a running account of all that happens, so that he can write accurate, complete, and informative minutes of the meeting. The superintendent as professional executive of the school must be prepared to give accurate and concise information regarding the current achievements, problems, and needs of the school. This will be done in the time allotted for the superintendent's report.

C. Minutes of Board Meetings

"And the tragedy of the ill-kept, incomplete, inaccurate, and legally confusing minutes comes home to a board only when its representatives stand before a court embarrassed by the record."[4] The above statement repeats what many people, to their regret, have learned, when they have had to defend a policy or action of a board or a former board, and when the only evidence they have for protection are the ill-kept, poorly written minutes of past board meetings.

For prudential reasons, if no other, the secretary must always write adequate, complete, and accurate minutes of the board meeting. The language used should be such that any layman can understand it. Regulations, resolutions, policies, etc., should be stated in clear and concise terms. The superintendent should see that his proposals and reports appear in the minutes in this fashion.

The minutes necessarily are a complete account of all meetings and as such are public property. They are best typewritten, if at all possible, in a loose-leaf book. The

(Concluded on page 77)

[1]Superintendent of Tuscaloosa County Schools, Tuscaloosa, Ala.

[2]Norton, W. R., "Boards Business," *Nation's Schools*, 37:140, May, 1946.

[3]University of Tennessee Record, a Handbook for Public School Board Members of Tennessee.

[4]Bruce and Bruce, editors, "Better Board Minutes," American School Board Journal, 109:38, July, 1944.

Right Concepts for —

Leadership and the Development of Democratic Administration

*James M. Lynch, Ph.D.**

The question of leadership is one of the major concerns of current thinking about the implementation of democracy in school control.

Progress in the field of education — from the simple, local, school-district stage to the considerably more complex, large-scale, school-system stage — was accompanied by the simultaneous emergence and development of divergent communities of interests. School teaching and school administration — functions which used to be united in and performed by the same individual — became highly specialized professions specifically prepared for and exclusively practiced by different individuals. With the rapid expansion of these two phases of education, the practitioners of each crystallized into relatively discrete groups — both inclined to view educational issues from the standpoint of their own particular interests.

Since, however, both groups were engaged in the same field of work and concerned with the same problems, considerations of practice demanded the achievement of a functional unity between them.

The Authoritarian Way

Historically, autocratic procedures were resorted to as the most practical means of securing efficiency. Methods were prescribed and issued in despotic orders from above; problems relating to school programs and policies were settled by command. As a matter of fact, in structure and operation, school administration followed rather closely the pattern employed in a military organization. The superintendent's commands had to be obeyed as unquestioningly as the orders of a leader of troops in action. The teacher did not dare speak out regarding school matters lest his words be construed as questioning the efficiency and professionalism of the administrative office. He must take his choice between being a rubber stamp of approval for everything his superiors do or else suffer such discrimination against himself as will make life miserable. No matter how superior his professional training, he must meekly adopt the methods and practices which supervisors may impose on him.[1]

Proponents of such a master-servant conception of leadership and school control see no conflict between the concept of administration as a hardened line-and-staff setup and the concept of education as the construction of bulwarks for democracy. Education, they point out, is a state function. "In the very nature of the relationship existing between taxpayers, board of education, and administrative and teaching staffs, the placement of responsibility is bound to run from the teaching staff to the administrative staff to the board of education and thence to the citizenry or the state."[2] Consequently, the flow of responsibility in the administrative structure is inflexibly fixed by law — moreover, by law established through democratic procedures under a democratic form of government. Any delegation of this responsibility, therefore, "would constitute an extraordinary instance of taxation without representation and irresponsible beaurocracy."[3] As the title of Tate's article puts the case, "teachers should teach, not play at administration."[4]

Rise of the Democratic Way

Better preparation of teachers and administrators, however, plus the stimulus furnished by the challenge of antidemocratic philosophies, brought about a more intense interest in and a more careful study of the question of democracy in the operation of the schools themselves. Obviously, it was felt, the institution which has the task of developing citizenship in a democracy should demonstrate in its own operation those principles which are basic to the democratic way of life. "No one group or individual should be in a position to dictate. The teachers and administrators of the schools of our country are, probably, the largest organized group of intelligent, well-trained, and socially oriented minds in the world. If they cannot operate on a democratic basis, what is the use of trying to teach democracy to the average public?"[5]

Administration came to be regarded as social engineering. "It is an implement of social progress and, as such, requires cooperation rather than compliance; voluntary and enthusiastic participation rather than subservient acquiescence." Furthermore, "the laws, customs, traditions, and methods that define and delimit administrative services do not provide that such services shall be performed by a single individual."[6]

Hitherto spasmodic reactions to the "one man band" concept began to consolidate and to gather momentum. The resulting sharp increase in the demand for more intercommunication and interaction between the various groups engaged in the educative process produced an overwhelming variety of plans — school committees, school councils, school cabinets, advisory groups, etc. — to give the different branches of the school system a chance to exchange ideas and opinions. Although all were motivated by a recognition of the need for democratic methods in school control, they were quite confused and often conflicting with respect to the meaning of democracy in administration and the role of leadership in democratic organizations.

The Representative Committee Stage

Beginnings in the direction of providing for active participation in those affairs which directly affect daily living in the educational world were made when machinery was set up to enable teachers to have a voice in building school programs. Committees or councils were organized to discuss courses of study and methodology, and to establish standards for the books, materials, and supplies used in the schools.

During this period, the development of democratic administration was characterized by a widespread acceptance of the belief that *no one can possibly know more than everyone.* Accordingly, the representative committee procedure was extended to other fields. Rating scales for the evaluation of teachers, for example, were designed co-operatively — by committees composed of representatives of the persons to be rated as well as of the officials who do the rating. In budget preparation, attempts were made to secure the co-operation of all employees — on the grounds that "custodians, nurses, mechanics, and clerks are also people and are also concerned with most of the problems of the school."[7]

Democratic administration in this "representative committee" stage was characterized also by two fundamental weaknesses. In the first place, it turned out that, no matter what the setup, administrators held the center of the stage. In many instances, they made it a common practice to be chairmen or ex-officio members of all committees. Course of study and textbook com-

*Washington, D. C.

[1]Buchholz, H. E., *Fads and Fallacies in Present-Day Education* (New York: The Macmillan Company, 1931), pp. 130-136.

[2]Barham, T. C. Jr., "Democracy in School Administration," American School Board Journal, Vol. 104, June, 1942, p. 17.

[3]*Ibid.*, p. 17.

[4]Tate, M. W., "Teachers Should Teach Not Play at Administration," *Nation's Schools*, Vol. 31, June, 1943, p. 42.

[5]MacKay, J. L., "The Teaching of Democracy," *The Journal of Educational Sociology*, November, 1940, p. 142.

[6]Sexson, J. A., "Why Is Democracy in Administration Necessary?", *The School Executive*, Vol. 65, December, 1945, pp. 65, 66.

[7]Hubbard, F. W., "Ways of Organizing to Secure Democracy in Administration," *The School Executive*, Vol. 65, December, 1945, p. 70.

mittees made decisions, *but* the principals acted as a reviewing authority. Salary schedule committees did not meet with the board of education; the supervising principal acted as intermediary. From actual "on the job" performance, it seemed, the committees amounted to little more than instruments for the collection of teacher (or other school employee) suggestions.

Secondly, teacher initiative and leadership had little or no opportunity to be called into play. With respect to organization and operation, a considerable number of committees had a certain amount of what might be termed "face validity"; to the naked eye and at first glance, they appeared to function democratically. More detailed investigation, however, often revealed certain shortcomings. Indeed, the conclusion stated by Rogers in an exposition of how democracy in administration works — "Democracy in administration seems to work best when the initiative comes from the chief administrative officer"[8] — is implicit in quite a few of the programs to which the term, democratic, has been applied.

Democratic Leadership

The trend at present, however, is more in accord with the view expressed by Munroe when he stated that "where the superintendent of schools sits, at times may be the head of the table, but if always, woe be to the proper growth and development of the staff."[9] Not leadership created by legislative act, but leadership which arises naturally out of the unique properties and requirements of each particular situation, it is contended, will best achieve the values inherent in the democratic way. Good administration stimulates and frees teacher initiative. In drawing upon the training and experience of various interest groups, "the role of the administrator may or may not involve the introduction of the idea finally accepted. Actual leadership, as judged by the contribution made to the solution arrived at, may come from a classroom teacher, a parent, or the administrator."[10] Its acceptance "is not a mere passive obedience based on habit or fear but a voluntary and hearty concert of action."[11]

These procedures, it must be noted, do not weaken the leadership of the administrator. They simply mean that administrator leadership is not the *only* leadership permitted to exercise its function. While, in democratic experience, "natural leaders are essential," democracies can and do, as Lindeman points out, "make use of a wide variety of leaders."[12] Thus, when administration is conducted in accordance with democratic principles, the importance of the work of the administrator is enhanced, rather than diminished. "A higher order of administrative competence is required to lead a group of teachers to pool their knowledge and experience, to resolve their differences, and agree upon a constructive plan of action than is needed to give orders to those same teachers and see that the orders are carried out."[13]

Wholehearted acceptance of such a concept of leadership underlies and is a necessary prerequisite to the "next steps" which must be taken in order to bring democracy in administration more into line with the modern interpretation of the meaning of democracy. It is axiomatic in all those proposals — for group action in the *formulation* of policies, for participation in both the *formulation* and *adoption* of policies, and for co-operation in the *formulation*, *adoption*, and *administration* of policies — which put a high premium on the personal worth of the individual, rely on the method of intelligence, have faith in the common man and aim at the extension of the areas of common concern.

[8]Rogers, V. M., "How Does Democracy in School Administration Work?", *The School Executive*, Vol. 65, December, 1945, p. 69.

[9]Munroe, P. M. Quoted in *The School Executive*, Vol. 58, April, 1939, p. 11.

[10]*Changing Conceptions in Educational Administration*, Forty-fifth Yearbook of the National Society for the Study of Education, Part II. University of Chicago Press, 1946, p. 3.

[11]*Morale for a Free World*, Twenty-second Yearbook of the American Association of School Administrators. National Education Association, 1944, p. 28.

[12]Lindeman, E. C., "Leadership: A Function of Democratic Experience," *The Journal of Educational Sociology*, Vol. 17, March, 1944, p. 387.

[13]Educational Policies Commission, *Learning the Ways of Democracy*. National Education Association, 1940, p. 374.

New Salary Schedule in Concord, New Hampshire

Natt B. Burbank[1]

The process by which Concord's new salary schedule for teachers was developed demonstrates that school teachers and boards of education can work together harmoniously in the study and solution of their mutual problems. Many months of joint effort resulted in the adoption of a single schedule providing a maximum of $3,800 for those who have four-year preparation.

This new salary structure replaces an inadequate one which contained three levels and had been in effect since 1941. In a 6–3–3 type of organization the maximum for elementary teachers was lower than that of junior high school personnel. In turn the senior high top salaries were the highest. There was also a substantial differentiation by reason of sex. Even the addition of two $200 cost-of-living increases left salaries below subsistence level.

Late in 1945 the board of education asked the Concord Teachers' Association to initiate a study of the salary problem and to recommend a new schedule. An excellent committee was created and in the spring of 1946 its report came in.

The Early Steps

Two major actions were proposed by the committee. The first was that the existing $200 bonus be made a part of the contract salary for the 1946–47 year. The second step suggested was that a new schedule be adopted for the 1947–48 year providing a single schedule with a maximum of $2,800 for teachers with four years of preparation. At that time these recommendations appeared to be adequate and they were unanimously adopted by the board.

The sharp rise in prices during the summer and fall of 1946 proved that the measures which had seemed sound in the spring were by late fall quite insufficient to meet the barest minimum needs of the teachers. The board of education stepped boldly forward with two actions to meet the crisis. First, a special meeting of the voters of the school district was called for the sole purpose of approving the board's request for another bonus of $200 to help the teachers to weather the economic storm for the remainder of the current school year. Second, the teachers' association was asked to restudy the question of a salary schedule in the light of the new developments.

[1]Superintendent of Schools, Concord City Schools.

Final Phases of Study

The same committee was called upon and responded several months later with another thorough and scholarly examination of the question of salaries. A specially created committee of the board worked with the teachers' committee in the final phase of the study. The resulting single-standard schedule was adopted unanimously by the board and one month later was accepted by the voters at the regular annual meeting of the school district — without a dissenting vote. It will go into effect at the opening of the 1947–48 school year. The major provisions are found in the accompanying table.

Professional preparation	*Minimum*	*Maximum*
Six years	....	$4,200
Five years	$2,200	4,000
Four years	2,000	3,800
Three years	1,800	3,500
Less than three years	1,700	3,200

(The maximums are reached in the eleventh year of teaching)

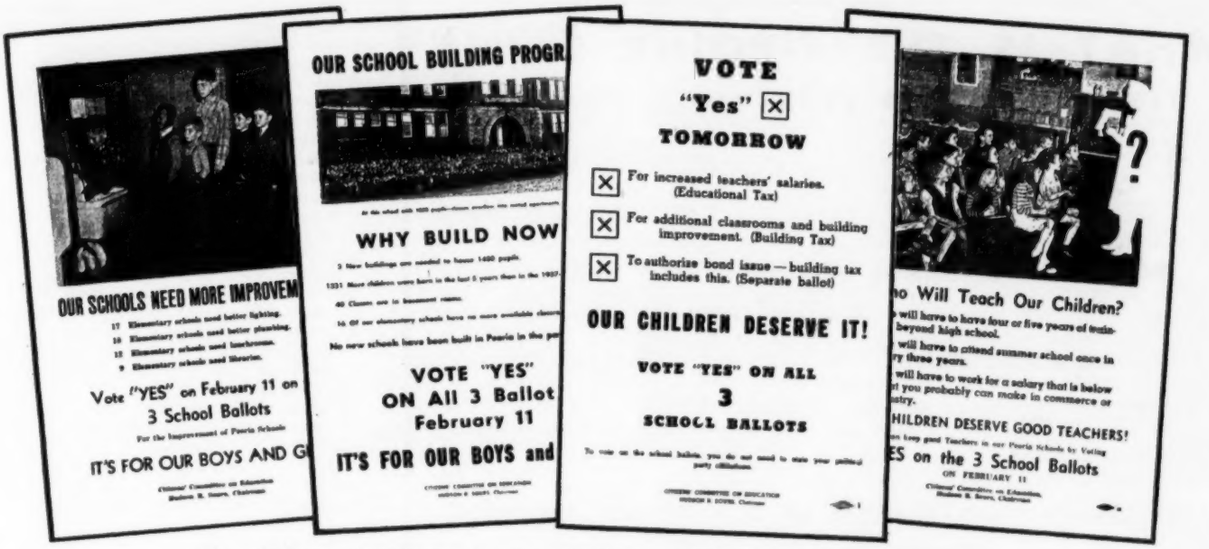
Teachers will be required to earn at least four semester hours of professional credit at an approved post-secondary-institution every five years, or the equivalent in travel or other educational experiences, approved by the superintendent.

Adjustment Provided

Sick leave of ten teaching days each year, cumulative to thirty days, is provided. Of these ten, three may be taken for illness or death in the immediate family, and one may be for any emergency, at the discretion of the teacher.

Teachers in service in Concord before the effective date of the schedule will receive annual increments sufficiently large to enable them to reach their rightful place on the schedule within five years. These increases will range from a minimum of $200 to an upper limit of $375.

All those who took part in the creation of this salary plan deserve great credit for the spirit of co-operation which characterized every phase of the work. In this day of teacher strikes it is reassuring to know that there are communities where this vital problem can be met and solved on a sane basis.



The dodgers distributed by the children contained convincing messages.

Peoria Votes 3-Point Plan

Melvin G. Davis, Ph.D.[1]

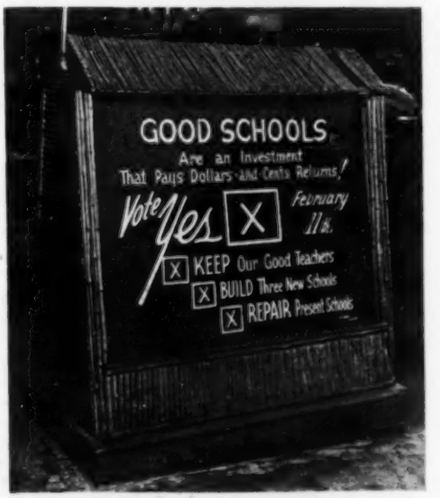
Because cities of comparable size were revamping their salary schedules, a critical teacher shortage faced Peoria, Ill. With 1331 more children born during the 1942–46 period than during the previous five-year period, Peoria's already overcrowded schools faced the creation of new classes in buildings where no additional rooms were available. With most school buildings over thirty years old, Peoria's school plant faced serious overhauling expenditures.

On January 6, 1947, Superintendent of Schools Dr. Melvin G. Davis recommended to the board of education that they give the voters an opportunity to do something about these critical emergencies. The board decided to request public approval at an election on February 11, 1947, on three issues, namely, increases in the tax rates for the educational and building funds, and a bond issue of $2,500,000 for the construction of buildings. The board of education had already adopted a tentative salary schedule for classroom teachers, based on the proposed tax rate.

The first problem facing the board of education was the presentation of this critical school situation to the people, who were generally unaware that such an emergency existed. The voters had, in 1946, by a 7 to 5 vote, defeated a $2,460,000 bond issue to build a new courthouse and city hall. They had passed an increased educational tax in 1943 by only a 4 to 3 margin. The increases asked for represented large tax increases to people who were tax conscious and had been unfavorable to additional expenditures for public buildings.

In order to present the schools' problems to the people, a Citizens Committee on Education was organized. This committee included a representative from each of the following organizations: Business and Professional Women's Club, the League of Women Voters, the Council of School Clubs, the American Federation of Labor, the C.I.O. Labor group, the Brotherhood of Railway Trainmen, and the Junior Chamber of Commerce, and two representatives from the Association of Commerce.

The chairman of this group was a prominent young attorney, a former teacher, who had returned recently from five years' service in the army. It also included a public relations consultant and a secretary.



— Photo, *Peoria Journal*.

A street sign constructed by high school students.

The Three Campaign Points

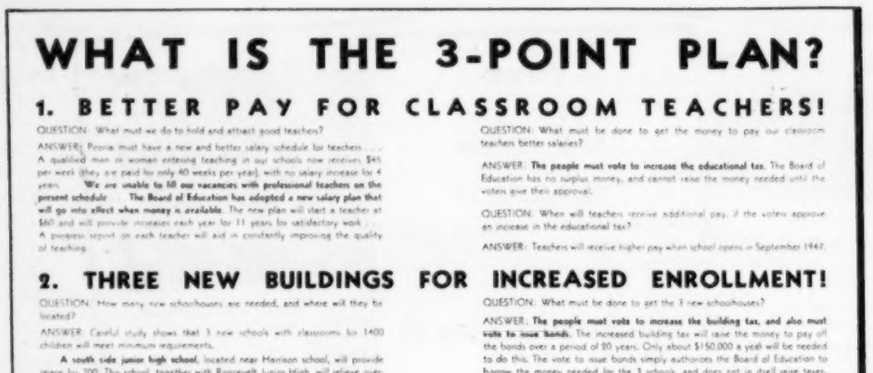
At the outset of this campaign it was decided that all materials presented to the public should be on a factual basis. This made them informative and tended to prevent misunderstanding and any serious organized opposition. This group based their campaign on the following 3-point plan:

POINT 1: Better pay for classroom teachers. The new schedule provides for a $3,200 maximum salary for teachers without a degree; a $4,000 maximum salary for teachers with a bachelor's degree; and a $4,400 maximum salary for teachers with a master's degree.

POINT 2: Three new buildings for increased enrollments. A three-year junior high school which will relieve many schools of their seventh grades, a new elementary school to relieve three elementary schools overcrowded by the children from new subdivisions, and a new elementary school building to replace a present inadequate structure.

POINT 3: Necessary improvements in old school buildings. Heating, lighting, and

[1]Superintendent of Schools, Peoria, Ill.



WHAT IS THE 3-POINT PLAN?

1. BETTER PAY FOR CLASSROOM TEACHERS!

QUESTION: What must we do to hold and attract good teachers?

ANSWER: Peoria must have a new and better salary schedule for teachers. . . . A qualified man or woman entering teaching in our schools now receives $45 per week (they are paid for only 40 weeks per year), with no salary increase for 4 years. **We are unable to fill our vacancies with professional teachers on the present schedule. The Board of Education has adopted a new salary plan that will go into effect when money is available.** The new plan will start a teacher at $60 and will provide increases each year for 11 years for satisfactory work. . . . A purposeful report on each teacher will aid in constantly improving the quality of teaching. . . .

QUESTION: What must be done to get the money to pay our classroom teachers better salaries?

ANSWER: **The people must vote to increase the educational tax.** The Board of Education has no surplus money, and cannot raise the money needed until the voters give their approval.

QUESTION: When will teachers receive additional pay, if the voters approve an increase in the educational tax?

ANSWER: Teachers will receive higher pay when school opens in September 1947.

2. THREE NEW BUILDINGS FOR INCREASED ENROLLMENT!

QUESTION: How many new schoolhouses are needed, and where will they be located?

ANSWER: Careful study shows that 3 new schools with classrooms for 1400 children will meet minimum requirements.

A south side junior high school, located near Harrison school, will provide space for 700. This school, together with Roosevelt Junior High, will relieve overcrowding in Douglas, Garfield, Harrison, Lee, Lincoln, McKinley, Tyng and Webster schools.

A new elementary school, located at the Buehler Home site, will provide space for 400. This school will relieve overcrowding at Loucks, Columbia and Franklin schools, and will take care of additional children whose homes are in that rapidly growing area.

A new elementary school, located at Reservoir and Grand, will provide space for 300. This school will replace the present inadequate Reservoir school, and will take care of additional children whose new homes are in that area.

QUESTION: What must be done to get the 3 new schoolhouses?

ANSWER: **The people must vote to increase the building tax, and also must vote to issue bonds.** The increased building tax will raise the money to pay off the bonds over a period of 20 years. Only about $150,000 a year will be needed to do this. The vote to issue bonds simply authorizes the Board of Education to borrow the money needed for the 3 schools, and does not in itself raise taxes.

Question: When will the new schools be built, and what kind of buildings will they be?

ANSWER: Work on all 3 will take place at the same time. **The Board of Education anticipates having all 3 ready for use within two years.** Very little critical materials which will compete with veterans' housing will be used. Peoria labor will build the schools. . . . The new schools will be modern, but there will be no fancy and expensive trimmings.

3. NECESSARY IMPROVEMENTS IN OLD SCHOOL BUILDINGS!

QUESTION: What improvements in old buildings are needed?

ANSWER: Peoria has 21 elementary schools, 1 junior high school and 3 senior high schools. Most of these buildings are old, and while structurally sound, are in need of basic improvements. Particularly needed are better lighting, modern washrooms, improved heating, and elimination of fire hazards. **There are plans for improvements in all schools, especially the older ones.**

QUESTION: What must be done to get these improvements started?

ANSWER: **The people must vote to increase the building tax.** This increase in the building tax will provide about $100,000 a year to improve old buildings, plus $150,000 a year to pay for the 3 new schools. These two propositions are on the same ballot.

Middle spread of the booklet entitled "Your Schools Are at the Crossroads."

sanitation improvements had top priority as repairs for existing buildings. Statistics were gathered, pictures were taken, and the material was prepared for presentation to the public. The campaign included the following:

Elements of the Campaign

62,000 specimen ballots

33,000 campaign cards

500 posters requested by the Brotherhood of Railway Trainmen

5000 reprints of an article entitled "I Was Driven Out of Teaching," from the January, 1944, issue of *Nation's Business*

3000 N.E.A. pamphlets entitled "It Pays"

15,600 report card inserts describing the 3-point plan

40,000 copies of an eight-page booklet entitled "Your Schools Are at the Crossroads"

16,000 copies each of four dodgers sent home with children to their parents

26,000 tabs on all milk bottles delivered during the two days preceding the election

Two three-fourth page advertisements in both Peoria's daily newspapers

A one-eighth page advertisement in each of Peoria's daily newspapers signed by teachers and stating that the proposed salary schedule had been adopted by the board of education as prepared by a committee of teachers and was agreeable to all teachers' groups

A three-fourth page advertisement in the *Peoria Shopping News*

Three 15-minute forums over one local radio station and a fourth 15-minute forum over a second radio station

A pupil parade planned for the downtown district on the Saturday before the election was never held due to inclement weather, but a fine reaction was carried into the pupils' homes through the preparations for it.

400 posters made by the art students in the high schools and the eighth grades of the elementary schools were placed in the windows of downtown stores.

A speakers' bureau was set up which furnished speakers for over 75 meetings. In connection with this, a speaker's outline was written so that all speakers would have the same facts and subject matter.

The N.E.A. film, "Pop Rings the Bell," was secured and booked for 16 showings.

A letter of appeal was written one week before the election to the presidents of all Peoria's organizations which had not endorsed the program. A telephone follow-up was made requesting presentation of the program by a qualified speaker.

The Mail Campaign

Two mailing pieces were sent to 3600 Association of Commerce members.

Over 35,000 postal cards were mailed out to individuals from teachers, organizations, and school parent-teacher associations urging an affirmative vote.

Announcements directed to the parents were made at all Bradley University and high school basketball games.

Two high schools held mass meetings supporting the 3-point plan.

A house-to-house canvass was carried on by Mothers' Clubs and Parent-Teacher Associations of most elementary schools.

Daily articles were carried in the newspapers concerning the progress of the campaign to promote the 3-point plan.

Pictures of the proposed new schools were carried in both daily newspapers. A model of one new school was displayed in the window of one of the banks.

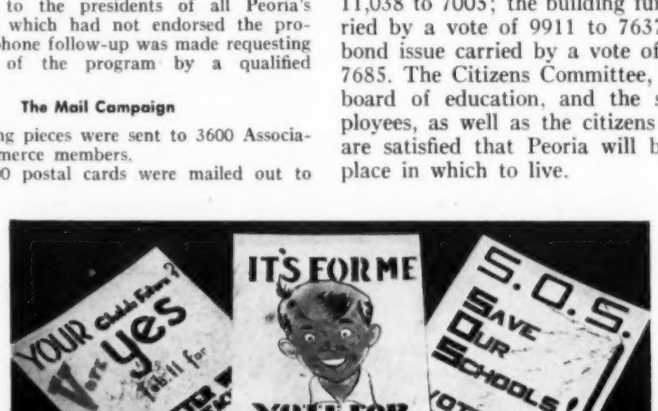
One newspaper carried three editorial cartoons on the front page promoting the three phases of the educational program.

The papers of all four high schools carried stories, editorials, and some advertising matter favoring the 3-point plan.

The C.I.O. *Cat*, *Railway Trainmen's News*, and the *Labor Temple News* all carried materials commending the 3-point plan.

A staff of three full-time employees, Kenneth D. Grimes, public affairs director from the Association of Commerce and executive secretary of the Citizens Committee, Robert O. Burt, principal of Kingman Elementary School, and Miss Elisabeth Robley, carried on activities for the Citizens Committee. This staff was assisted by numerous other school employees who were assigned special tasks. The staff was organized and began work only four weeks in advance of election day.

The educational tax carried by a vote of 11,038 to 7005; the building fund tax carried by a vote of 9911 to 7637; and the bond issue carried by a vote of 10,697 to 7685. The Citizens Committee, the Peoria board of education, and the school employees, as well as the citizens of Peoria, are satisfied that Peoria will be a better place in which to live.



Hundreds of original posters were made in the art classes.

Selling Education Will Relieve —

The Shortage of Teachers

An Approach to a Recognized Problem

Edwin H. Shanks

Lack of adequate pay, without a doubt, has been a strong influence in creating a shortage of teachers. However, there are other contributing factors which may be even more damaging if action is not taken to offset them. They are factors having to do with the public's respect for the teaching profession — and thereby prospective teachers' respect for the profession.

Let me give you an example.

Last week I slipped into the back row of a meeting dealing with today's teacher and educational crisis. Across the aisle were 10 or 15 young ladies privileged to attend the meeting because they are preparing to teach in elementary schools. When one speaker said, "The public's attitude toward teachers is atrocious," the jaws of several of those young ladies dropped slightly. When another speaker compared the salaries of teachers with bartenders, milliners, and beauty operators, they looked at each other in wonderment. I shuddered. Hundreds of teachers present applauded the speech. The young ladies were puzzled. They weren't interested in becoming milliners or beauty operators. And bartendering? They had chosen the teaching profession because of high ideals. They were naturally shocked at the statements and comparisons they heard from seasoned teachers and educators in the profession they had chosen.

This type of shock treatment for the public, and for prospective teachers, has been administered nationwide for the past several years. It is a by-product of promotion and propaganda for increased pay of teachers.

Continued shock treatment on the public, particularly when it includes inclination to strike, will help raise salaries, but what about its damaging consequences? Just how harmful to the teaching profession is the increased pay propaganda being put out by teachers' organizations? What effect is it going to have on the continuance and growth of teaching as an important public and social service? What will it do in reducing public respect for teachers as a group? To what extent will it keep young men and women from entering teacher-training institutions?

The Sixty-Four Dollar Question

The sixty-four dollar question is this one: Should any campaign for increased pay sell education to the public, or should it merely arouse sympathy for teachers sufficient to obtain just enough extra pay to satisfy current needs?

Let's analyze the record.

The national propaganda and promotion for salary increases in the teaching profession has reached tremendous proportions. Not only practically every magazine of big national circulation has carried feature articles on the subject time and time again, but the radio, newspaper columnists, editorials, news commentators, cartoonists, speakers, and even radio comedians, have been hammering away at the subject until the public in general has gathered such impressions as these:

1. That teachers' salaries should be increased (this being a most constructive and highly desirable result of these extensive campaigns — but harken to the accompanying results).
2. That teaching is one of the worst paying professions.
3. That there are hundreds of occupations which pay much better for the same amount of intelligence and training.
4. That any teacher or student looking forward to teaching as a profession would be foolish not to step into some other line of work where they can make more money.
5. That teachers are overworked as well as underpaid and no longer can enjoy a position of leadership.
6. That teachers are downtrodden individuals who are forced to take a back seat in local community affairs.
7. That there is no future in teaching and that it is largely a daily grind for which there never will be satisfactory recognition.
8. That the present shortage of teachers is proof that our more capable and intelligent students are going into other occupations because the teaching profession is not attractive from a monetary standpoint.

These results are not surprising. Public relations experts find similar ill results from intensive campaigns in other fields — ill results that have to be corrected by getting away from a negative appeal.

The Evil By-Product

In the campaign to get higher salaries for teachers, all of the negative appeals are being featured. The by-product of this promotion, although designed to attain a highly desirable result, is that it makes people resolve to guide their offspring who may be prospective teachers into other careers. It tends to deprive the teaching profession of talent essential in educational work — talent needed particularly to continue raising standards of teaching and education.

Read any of the thousand-dollar articles over "big names" in the great consumer publications; listen to the radio broadcasts; listen to the speeches by teachers; read the propaganda put out by organizations of teachers. Negative appeal — nine tenths of it, at least — according to the standards of businessmen who understand merchandising methods.

Time to Sell Education

Teachers have a product to sell and to merchandise. That product is education. It is one of the most important and most valuable products in the world. It is needed by everybody. The need is great for education that is better and better. Its selling points, its benefits, its advantages, its appeals on the positive side, are unlimited. It needs to be sold to the public. That is the big job ahead. If the United States is paying no more for education than it pays for cosmetics — if the total amount of expenditures is no greater than that for cigarettes — is this not evidence that a merchandising and selling job should be the next item on the agenda?

When the propaganda to get salary increases for teachers begins to take on a positive appeal, that is, *selling education* rather than merely salary increases to meet today's needs, greater results will be attainable all around — public realization of the importance of education, higher respect for the teaching profession, and increased monetary incentives far above today's comparatively modest demands.

Sensational statements and negatives are useful at times to arouse a slumbering public. However, every product has to be sold in a constructive way if maximum progress is to be made. No automobile, no farm implement, no washing machine, no product ever had the strong merchandising appeal, the long list of selling points, the wonderful benefits, that can be claimed for education. No profession has a more impressive list of attractions for people of high ideals than that of teaching.

Are not the teachers' organizations overlooking their most powerful method of seeking increased compensation? Wouldn't the same constructive methods that "sold" the public electricity, the telephone, me-

chanical refrigeration, the automobile, bring twice what teachers are seeking in recognition, public respect, and even compensation?

I don't like to see the teachers miss the boat. This is a critical time. The greatest national communications media are devoting hundreds of thousands of dollars worth of space and time to propaganda originating apparently to a large extent in the organizations of teachers. Even though the amount of this space and time has passed its peak, there is still time to publicize and merchandize the constructive side of the story.

Now is the time for some organization of standing to come forth with promotional activities that "sell" education and that establish in the public mind the many features that stamp the teaching profession with the high standards to which it is entitled. This seems to be a more practical and more effective way to accomplish results sought by teachers. And this type of operation will draw into the teaching profession the many capable men and women who today are inclined to enter other work as a result of current propaganda that paints only a dark and gloomy picture and of meetings that even go as far as to study strike techniques and threaten to strike.

Professional Devotion Needed

Fortunately, those extreme procedures, which do not reflect credit on the teaching profession, are frowned upon by teachers in many areas and by a considerable percentage of the profession all over the country. For example, teachers in Evanston where I live, generally speaking favor a constructive approach to the question. They see a need for "selling" education to the public nationally; they favor publicizing the advantages of teaching as a means for getting more young people to enter the profession.

Maybe there have been some teachers who have entered the profession solely for the purpose of amassing a fortune. If so, I never heard of them. Certainly teachers want adequate compensation, but they are motivated to come into educational work by much higher ambitions and ideals — by more important, more vital, more basic urges. No avenues of work offer greater opportunities to obtain real satisfaction and happiness out of life. These opportunities are increasing rapidly under today's progress in education.

Now is the time to draw attention to this side of the picture. There must be a gain in this direction as well as along monetary lines.

Let's paint the picture the way it is. Review the attractive features. Put on parade the newly developed attractive features resulting from improved educational methods of the past few years. Let us not be satisfied with a campaign that gets increased salaries and a decreased number of good people in educational work. Let's release a campaign that will attract teachers and reflect deserving credit on a great profession.

This is a responsibility and a challenge for teachers' organizations.

The Family Allowance in Teachers' Salaries

R. V. Hunkins[1]

Even though unlabeled it is here contended that there is a family allowance in the wages of the typical worker in industry. Such an allowance is there because it must be there. The race cannot exist without families and families cannot exist without breadwinners who receive family-supporting wages. In practice the family-supporting wage is usually obtained by pressures from those concerned. Sometimes the pressure comes from unions. Sometimes it comes from conferences of workers and managers around a table. In small industrial units it may come when John Jones walks in and tells the boss he has to have more pay in order to support his family. In some cases industrial managers anticipate the needs and forestall the application of pressures by keeping the pay at family-supporting levels.

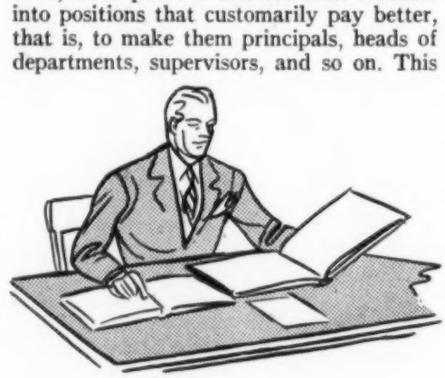
The fact that single men in industry customarily receive the same wage as family-supporting men does not destroy the argument. If all workers were without families the wages would be lower, as they are for the girls working in the "five and ten." As it is, the workers without dependents simply receive higher pay than they could command if it were not for the extra wages needed by the family men who make up the mass of laborers.

Situation in the Teaching Profession

In the teaching profession the situation is reversed from what it is in industry. Here the mass of workers are not family men but single women without dependents. The pressure that these single women have been able to produce has been inadequate even to lift the wages to the needs of teachers without dependents. Until recently there has been no effective influence operating in favor of the minority group of teachers with families to support. The single-men minority in industry, profiting from a wage standard elevated to include an unlabeled family allowance, has had its counterpart in the teaching profession in the family-supporting minority, suffering from a wage standard evolved for teachers without dependents.

Married Men Teachers in Favored Positions

One makeshift solution to this problem, obviously practiced in many school systems, is to put the married men teachers into positions that customarily pay better, that is, to make them principals, heads of departments, supervisors, and so on. This



appears often to be done to keep these men in the system rather than because they are the best fitted for the jobs. Such a practice cheats the school and the pupils out of the best service from strategic positions and cheats single teachers out of deserved promotions. The latter effect carries an element of justice in that it has often been the single teachers who have resisted any outright supplementary salary consideration for family-supporting teachers. By using the pressure of their majority position they have won their point, but at the same time they have unwittingly closed the gates to many of their own possibilities for promotion.

Putting All Salaries on Family-Supporting Level

Another solution attempted in some financially favored areas is that of putting the pay of all teachers at levels supposedly adequate for family support. In practice the pay seldom gets high enough apparently for that result but that does not nullify the theory. I happen to have had in years just past an opportunity to observe an example of the results of this theory in practice. My family had two unrelated relatives teaching in the same city school system operating on a single salary scale presumed to be high enough for family support. One of the relatives was a married man with three children. He and his wife lived on an acreage at the edge of the city where they raised chickens and sold eggs and dressed fowls to select customers, to

[1]Superintendent of Schools, Lead (leed), S. Dak.

supplement the teaching wage. They managed to rear their family in a manner approaching what cultured people desire, but they worked too hard and lived too close to privation in many respects.

The other relative was a single woman teacher. She lived in luxurious quarters, wore genuinely elegant clothes, drove a handsome car, and spent her summers in the resorts of this and other countries. The story ends with a question: Was the pay effectually equal?

But the answer to the question is not the main point. The main point is that regardless of what the theory or intentions were the pay was not high enough for family support. The single teachers without dependents are so preponderant in numbers that raising their salaries high enough to be adequate for the comparatively few family-supporting teachers costs so much more money that it is seldom possible to get enough school dollars to pay the bill. The result is likely to be salaries that may be lucrative for the teachers without dependents but that are inadequate for those who have dependents.

There seems, too, to be an element of unfairness in this plan. Why should single teachers be permitted to use the needs of the family-supporting teachers as a fulcrum for levering up their own salaries? My own conviction is, too, that the heavy cost of this indirect method of reaching the family teachers cannot be met outside financially favored areas. The cost is too great and school dollars are too hard to get. The cities which lie at the centers of productive regions are favored with handsome profits from the argosies of exchange that operate on the streams of commerce flowing down to such cities from the hinterland. The accumulated wealth of such cities, even by the help of the Federal Government, cannot be successfully taxed, it seems, for the support of schools back in the hinterland. The schools in the hinterland, except possibly a few favored ones, will not be able in the foreseeable future to get the money to pay premium wages to single teachers high enough to reach in any adequate fashion the needs of teachers with dependents.

Family Allowance, the Real Solution

The family allowance is a simple, effective solution to this great teacher-salary problem. It is fair. It pays more to those who need more without taking anything away from others. It does not guarantee satisfactory pay for anyone, but it does distribute the money for wages on a basis that is more equitable from the humanitarian standpoint. Judging from my own pioneering ten years of experience with the use of the family allowance I would say that it is well received even by those without dependents. The objections of the latter to it are rare — and feeble.

My chief difficulty has been in getting boards of education to see its justification. Board members come regularly from business and industry where the typical workers are family-supporting people and the family wage is the one regularly paid. It is hard for them to see that there is a family allowance in those wages, as there was, to use an illustration that is helpful with board members, a needed overcoat in the underpaid traveling man's expense account even though the coat was not itemized. But more and more boards of education are seeing the wisdom and practical necessity of the family allowance and that encourages others to try it. It can now be said that the use of the allowance for dependents is a definite trend in postwar teacher-salary scheduling.

There is a wide variation as yet in the nature of the family allowances offered. It will take some years of experimentation before the proper characteristics will be revealed. Meanwhile there will be arguments, some of which are presented here — as arguments, not as settled matters.

What Should the Allowance Be?

Should the allowance be the same for all domiciled teachers with one or more dependents or should it be graduated; that is, allowing so much for each dependent up to some reasonable maximum number? My argument is that it should be graduated. The reason for the family allowance in the first place is the additional needs of those with families over those without. Since the extent of the need increases with the size of the family the size of the allowance, within limits, should vary to suit, to refine the application of the principle.

Should the allowance be comparatively large and cease as the dependents mature, or be smaller and stay on? I argue that the latter is preferable. There are a number of reasons. One is that nobody likes to take a cut in pay such as would occur at the cessation of the allowance. Another argument is that if there is a hidden family allowance in the wages paid by industry, as contended, it stays on. The single teachers, too, can be reconciled more easily to smaller differences in pay for the family teacher across the hall. The single women are more transient and the ones involved may be gone by the time the objectionably large allowance is taken off. And paying a smaller allowance over a longer period spreads out the cost better.

At best, probably the family allowance will have to start smaller than it should ultimately be in order to get started at all. As the single teachers, boards of education, and people in general become accustomed to the idea the adequacy of the allowance as well as its other features can be gradually improved.

Citizens' Council Helps Hobart Education

Harlie Garver[1]

"Conceived in desperation and dedicated to better education" might well describe the founding of the Hobart, Ind., School Advisory Council one year ago.

All schools were approaching a crisis, but the term could be aptly applied to Hobart. A residential city with a distressingly low tax base, it is located in the rich Calument industrial area. Our neighbors were stealing our teachers, the teachers were in turn disheartened, and buildings were old and inadequate. People moved into this beautiful city to escape the industries and find a suitable place to raise a family, but the low assessed valuation and insufficient bonding power would not permit building schools fast enough to handle the influx.

As a last resort the citizens were induced to submit to a reassessment of real estate, but the job was bungled. Soon the city was in an uproar, with the schools the butt of the grievance. What to do?

Thus the advisory council was born. It was founded on the belief that a small group of citizens, fully informed on the local school problems, would act as a leaven that would eventually spread the doctrine of an adequate education through the citizenry as a whole. Hobart citizens had insisted on keeping this a residential city, free from the noise and grime of industry, but they did not seem willing to pay for the privilege. It would be the task of the council to change that attitude.

The membership of the council was based on the assumption that as far as detailed knowledge is concerned, school parent organization members know little, and citizens generally know practically nothing about the schools. In fact, though they are conscious of school levies when they pay their taxes, they know little as to their make-up or how they are derived. Of other sources of school revenue they are in almost complete ignorance. Likewise, on matters of school administration and personnel citizens are likely to have opinions based on card-club gossip, drugstore grape-

[1]Superintendent of Schools, Hobart, Ind.

The Hobart, Indiana, Citizens' Council in Action.

vine, or grade-pupil oral reports, all of which on occasion can be devastating.

For that reason it was decided to pick 50 citizens known to be civic minded, and who, by reason of social, civic, or religious contacts would be in a position to spread truth regarding the schools.

To this nucleus were added the principal officers of the parent-teacher organizations and those of the High School Band Mothers Club, altogether less than twenty. Teachers are not considered for membership except for a few who are parents and because they are otherwise especially valuable.

The executive board, which is the steering body of the organization, acts under a constitution to see that the membership, which may include husbands and wives and is limited to 100, must be spread among the city's social, civic, and religious groups. Representative business and professional persons are particularly desirable.

The meetings are held five or six times during the year, or about once each two months. The first meeting was held for the purpose of acquainting the members with the financial position of the schools, since this was uppermost in their minds. We secured as speakers the state school inspector and the director of public relations for the state teachers association. The school inspector presented the cold facts, good as well as bad. The public relations director then followed with an inspirational talk on the good to be accomplished by the organization.

Previous to the meeting basic information on the local finances, arranged in graphs and tables, had been assembled and mimeographed in a 16-page brochure, which was given to each member present. Thus the group was able to follow intelligently the information presented. Similar booklets have been prepared for each meeting, and some are highly prized as sources of information. It is acknowledged that they have contributed greatly to the success of the organization.

For ease in making notes, for comfort, and for breaking down formality, members have been seated at tables. Coffee and cookies usually follow the meetings, and sometimes the members get so interested in the discussions that they are reluctant to leave.

Besides the topic for the opening meeting described above, other subjects for the programs of the council have included: the teacher shortage and its relation to the local situation, the annual budget and tax levy, the curriculum, and consideration of the impact of the atomic age on the teaching in our schools.

It has been said that the average council member now knows as much about the schools as the typical school board member. One speaker, the placement director of a university, said: "I found it hard to believe that fifty people could be found in a community of this size who would be willing to sacrifice their time and effort for such a purpose."

The council acts with the help of committees: nominating, program, and resolutions. The resolutions committee is the outlet for the expression of the group opinion of the council. The constitution provides that they shall attend each public hearing of the school board. Thus that body is assured of an enlightened opinion of citizens on such vital issues as budgets and tax levies. The committee also expresses the opinion of the council on current legislation under consideration.

It may be asked whether there is any tendency on the part of the council to encroach upon the activities of the school board. First, the board members are ex-officio members of the council, thus making this circumstance unlikely. Then too, the constitution provides that "In no event shall any action taken by the council presume to encroach upon the authority, duties, and prerogatives vested in the board of education."

A part of our success has been due to the manner in which meetings have been organized. They have been planned to move precisely according to pattern, so that at no time is there a dull moment or a pause to decide what to do next. Thus far, each subject has been definitely keyed to the interests of the members. Freedom to ask questions and express opinions, particularly following the address, has been of vital importance. The panel discussion has been successful as a means of expression.

We feel that, rightly carried on, a substantial number of people in a community can be interested in the schools to the point of acquiring a sound, working knowledge of education for the benefit of the oncoming generation.

BRIDGEWATER TOWNSHIP SALARY SCHEDULE

The board of education of Bridgewater Township, Raritan, N. J., has adopted a new salary schedule for 1947–48 which is based on years of experience and professional training.

Teachers with less than four years' training start at $1,800 and advance at the rate of $100 per year up to $2,800 in the tenth year. Teachers with four years' training begin at $2,200 and go to $3,600 in the fourteenth year. Those with five or more years' training begin at $2,400 and go to $4,000 in the sixteenth year.

Building principals with four years' training will be paid a base salary plus $500, and advance at the rate of $150 per year up to a maximum of $4,100. Principals with five or more years' training begin at the base salary and advance at $150 up to a maximum of $4,500.

Teachers coming into the system without experience are employed at the starting salary indicated on the plan. Teachers with experience will be placed in an earning position comparable to that of the present teachers, subject to an evaluation of their previous teaching experience in terms of the standards maintained in the system. After one year's experience, such teachers are adjusted to the schedule at the rate and with the same provisions as present teachers.

Teachers will be moved from one training level to another after they have completed the necessary courses and received the proper credits. All courses for which credits are obtained will count, regardless of whether or not they count toward a degree.

Teachers holding temporary positions of added responsibility will receive suitable additional salary in the form of a special bonus (principals, assistant principals).

For the year 1947–48, no teacher under the schedule, will be below $2,200. Eleven teachers will be between $2,200 and $2,500; 25 will be between $2,500 and $3,000; and 21 will be between $3,000 and $3,500. The average principal or teacher's salary will be $2,917 in 1947; the highest salary will be $3,880, and the lowest $2,200.

Improving Education Is —

The Function of the Principal in a Modern School

Earl C. Kelley[1]

Now that we have learned how to utterly destroy each other, there seems to be no safety anywhere in the world except that which comes from the good will and understanding which resides in the hearts of men everywhere. Good will and understanding cannot flourish in ignorance and fear. They can only be established through effective education. Effective education means education which enables people to understand and like each other better, and which gives people the techniques of cooperative endeavor.

Education, then, becomes vastly more important than we realized it to be in the past. In fact, it comes to be the only force in the world which can save us. We cannot acquire the attitudes we need for one world in isolation, by ourselves.

If this is true, the role of the principal becomes a central one in our very survival. For it is the principal, more than any other one person, who determines the kind of living which shall go on in our schools. The superintendent is often absorbed by the school board and the budget, and cannot pay too much attention to what actually happens to boys and girls. Teachers, of course, can vary their procedures some regardless of the principal. But if the good life is to be really lived in school, the principal must provide the leadership for it. If principals everywhere realized that our survival depends upon them they would not be able to sleep at night for the weight of their responsibility.

Improving Quality of Living Within School

Many of them do realize this responsibility, and make great effort to discharge it. To realize that all do not, one needs only to attend a few conferences of teachers where new and better procedures are discussed. All too often the question as to what the principal will or will not allow comes up. The discussion never proceeds very far until someone says, "Yes, but what can you do with a principal like ours?" "We could never do that because our principal wouldn't stand for it!"

Is it true that there are enough such principals to make these charges reasonably valid? Is it a fact that in a good many cases the head of the school stands as an obstacle to creative living on the part of students and teachers? Without taking the trouble to establish the validity of these comments, it may be possible to set down some of the functions which a principal might perform that would improve the quality of living within the school and promote the democratic ideal to which we all subscribe.

The functions set forth here will not look much like the usual list of duties which the principal is expected to perform. Most principals have gone to school and taken courses devoted to these routine and relatively unimportant details of his job. Usually there is a thick textbook around somewhere, left over from a course, which laboriously and voluminously records them. It is here contended that most of our administrators, from most of our teacher training institutions, have spent their training time on the less important matters of administration, and have missed those items which direct their attention to the fact that schools are filled with living, striving human beings, and that the school should provide a good climate in which they may live and grow. So here we will deal with the aspects of administration which tend to improve that climate and which are regrettably omitted from many of our books and courses on school administration.

The areas in which it would seem that the principal has functions to perform if the school is to fulfill its mission come under four main headings.

Growth of the Teachers

1. *It is the function of the principal to promote the growth and development of the teachers in his school, and to prevent their deterioration.* While the principal has some direct contact with children, the children are mainly affected by the kind of living which the teachers provide. He cannot bring about a life fit to be lived for children except as he does so through the teachers. Unhappy, thwarted teachers can never provide the kind of living for children which we have a right to expect in a school.

It is too often true that after a teacher has taught a long time she becomes less effective. She becomes a "type." She often becomes unsympathetic to youth, and difficult for all who cross her path. Indeed, in some cases she may become so queer as to be considered psychopathic. Why should this be so? The teacher does not start out that way. She starts out full of hope and enthusiasm. We cannot escape the conviction that the change in her personality is due to the kind of life she has led. Her life has been so routinized, she has so long worked in an enterprise in which she has had no sharing of objectives, she has for so long been required to indulge in repressive and coercive activities, that sterile routine and coercion have become a way of life.

Good sense seems to indicate that the longer a person works in a productive, shared enterprise, barring physical debility, the more useful she should become. So that her last years of teaching should be her best, not her worst. Her retirement should then be anticipated with regret rather than relief.

Teacher's Rapport With Youth

If a school is operated in such a way as to contribute to the continuous growth of the teacher, she will never lose her rapport with youth, and she will be a valued asset all the way.

There are many ways in which the principal can operate to bring this about. One of the most important is that of consultation, communication, and mutual planning. If the teacher helps plan what goes on, and if she knows all of the thinking which went into it, what is carried out then becomes her project, rather than an imposed one. This may seem a small difference, but it makes all the difference between meaningless routine, which smothers initiative, and creative work, which stimulates. Thus, in part, may the teacher's work become creative living.

In the promotion of communication, the teachers' meeting can be a useful device. But communication must go both ways, not just from principal to teacher. The teachers' meeting where the principal reads announcements will always be resisted by the teachers, particularly when it is held on the teachers' time. The teachers should have a hand in both planning and carrying out the meeting. It should provide for give and take, and a common approach to mutual problems.

When the principal attempts to help a teacher, it must be in the achievement of the teacher's end, or a mutual one, rather than a predetermined end lying outside goals reasonable to the teacher. The principal must help the teacher to be creative in her own right.

Credit Where Credit Is Due

There is no teacher so limited that she does not have a unique contribution to make to the good of the whole. But many teachers are timid, and lack the aggressiveness to make their contributions felt. They may have become timid from working in an organization which does not foster contributions. These teachers need to be brought out and encouraged, so that they can gain the self-confidence necessary to share, and thus come to feel the undertaking to be partly theirs. They need to have their

[1]Professor of Secondary Education, Wayne University, Detroit, Mich.

achievements noticed, and applauded. The principal must seek out such achievements, for the express purpose of encouraging his staff members.

The principal can be helpful and useful when his teachers want to organize, whether it be in a small teachers' club or a union. The objectives are certain to be wholesome from the standpoint of the teacher; anyway, she has a right to join whether the principal sees it as wholesome or not. By accepting that fact and recognizing it as an opportunity to bring additional power to bear in the solution of common problems, the principal can actually contribute to the desirable ends of the organization. When the principal sees organization as a threat to power, and attempts repressive measures, he drives teachers away from mutually desirable goals.

The principal can do much to make the teachers feel that the school is a common enterprise by always sharing common lot with them in the privileges of the school. This can be done by simple acts such as taking chances with the rest on a parking place, or seeing to it that the principal is not the only one who ever needs to go to a convention or a conference. He should see himself in the role of a service person, subject to the needs inherent in a good program. He should avoid, in every way, the inference that his time is more valuable than that of a teacher or that he is somehow superior to those who are to share the enterprise of the school. Superiority and sharing do not mix.

Co-operation With Students

2. *It is a function of the principal to establish friendly, co-operative relations with the students.* It would almost seem sometimes that the principal has forgotten the primary purpose of the school. He gets so busy on records, requisitions, and room numbers that he loses sight of the fact that the object of the whole proposition is a good life for boys and girls. If he is afraid of the students he may use a wall of aloofness and austerity to establish fear as a motive for what seems to be good behavior.

Due to the large size of many of our schools, the office is the place where pupils most often meet the principal. The office is not infrequently an awesome place where children are sent when they are in trouble. If the principal is to gain the friendship and confidence of the pupils, the office must not be a citadel, but must become a friendly place where boys and girls like to come. And they must feel that the principal's door is open to them and that he thinks they are important — that there is no unimportant one among them. The office must be so operated that it serves those attending the school. In some schools the whole program revolves around the convenience of the office. Pupils have been known to stay all year in unsuitable programs because a change would upset the office! This is to forget that the office and records were established to serve the students.

Opportunities for students to enter into planning, to profit by mistakes, and to assume responsibility do not occur by accident. They must be planned for by the principal and he must be alert to exploit student interest when it appears. In larger schools it is necessary to foster organizations which will enable students to assume responsibility for the success of the common enterprise. In small schools it is often possible to have participation on the part of all without formalizing it.

The principal, by getting the greatest possible participation by all, will remove the reasons for conflict and resistance which develops when the child sees the school as purely an adult project. Mutual consultation and planning will do much to remove the need for coercion which is necessary when the students feel they do not share in the project.

The Principal and the Curriculum

3. *It is a function of the principal to continuously re-examine the curriculum.* The curriculum, broadly interpreted, is what goes on in the school. It is the program. No program is ever good for all time. If we do not continuously criticize it, it will become dead and static. The curriculum should move as fast in the direction of change as the times.

He must ask himself, and others, every day, why he does what he does. If it is from habit, or because it has always been done, this reason will hardly suffice. If each item in the curriculum can be said to contribute to the good life of the particular children of that school, if the children can use it in their growth process, then it is doubtless a sound procedure for today, not necessarily for tomorrow.

Constant re-examination of the program of the school, of course, involves both teachers and students to the greatest degree. The curriculum cannot spring from the principal's office and be effective. The teachers need to work together continuously on the program. A standing committee of teachers on curriculum revision, with time to meet and work, is a minimum essential for keeping up with the demands of the times. The teachers and principal will consult with the students, who will be considering the changing needs through their organization. No idea for change which does not take the students along, at least to the point where they are interested in trying it, can succeed to the fullest degree.

This implies experimentation, of course. Not every new idea, even when properly arrived at, will work. This is the essence of cut and try, trial and error, by which both teachers and students make progress. This is the spirit which will enable the school to keep pace with the particular community and the changes in the rest of the world.

Success and Self-Examination

4. *It is the function of the principal to constantly re-examine himself.* If he is to provide a climate where the teachers will live more fully each year, and thus help children to live more fully, he must himself keep alive. He might on occasion, just as a starter, ask himself some such questions as the following:

Do I consider my own self-preservation on the job as the most important objective, or do I feel that there are more important considerations than my own tenure of office? Am I so bent on my own tenure that I cannot take my counsel from courage, but always have to act from fear, and play it safe? Do I operate a safe little schedule which will never do much for the children, but with which no one will be able to find much fault? Do I have faith in the general rightness of others, or do I feel that I have to see to it that everyone does what I think is right? Do I have enough faith in teachers so that I can take them into my confidence, and encourage them to do some of the planning? Do I have faith enough in children so that I can abandon fear, coercion, and repression as a way of life, and encourage them to assume responsibility? Do I have faith enough in parents and citizens so that I can involve them in the mutual task of the education of the young? Can I keep in mind that everything going on in the school is supposed to contribute to the good life of children, that they are the object of the game? Do I realize that even my own success and well-being, in the long run, depend on the success and well-being of students and teachers?

Do I feel the unique worth and dignity of the most unpromising student in the school? Do I seek ways of making him feel that he can share in the project? Do I look for and encourage teachers to assume a share in leadership?

Am I vigilant that I do not value routine for itself, because it appears to make life easier? Am I wary of the machine that runs too smoothly? Can I remember that providing the life fit to be lived for children and teachers cannot be routinized and set up for all time? Can I remember that noise may be the product of happy people living fruitfully together? Can I continuously realize that what people learn is probably less important than how and why it is learned? Am I faithful to the ideals of democracy in that I always put human values above institutional custom and routine?

These are indeed tremendous times. At the moment we do not know whether the world of people as we know it will be in existence twenty years from now. If it is, it will be through the efforts of education; — education in the direction of human understanding and confidence. For it is becoming crystal clear that with weapons in existence capable of the destruction of all,

(Concluded on page 77)

Too Early But Right —

Our First School Hygienist

James Frederick Rogers, M.D., Dr.P.H.[1]

The golden age of hygiene in our country occurred a century ago, and the most heroic character of that age was William Andrus Alcott.

Golden ages are not sharply circumscribed, and, though the period of enthusiastic search for health to which I refer reached its height in the 1830's and 1840's, it had its origin earlier in the century. Of course New England played a leading, enlightening part in this period and Boston became the hub of its activities. By 1816 the distinguished professor of medicine at Harvard, James Jackson, was delivering to the students of that institution a series of lectures on behavior conducive to health. Pupils of his who became teachers — and some others — were giving some attention to conditions in public schools which might be harmful to the health of their attendants. Those conditions were often bad enough, but there had arisen no notable champion of the physical welfare of the school child. Then came the subject of this article.

William Alcott was born of parents in "dire poverty" on a farm in Wolcott, Conn., in 1798. He stood at the head of his class, in the village school, in all subjects; and, besides helping with the farm work, he early turned his talents to teaching in the winter terms. In 1820, with his cousin and neighbor, Bronson Alcott, he joined a party of young men in an expedition to the Southern States, partly to see the world, but also with the hope of financial benefit, for, possibly the planters in the South paid their pedagogical help better than was the case in New England. Bronson was taken sick with typhoid which William attributed to overindulgence in the "semiputrid stuff y-clept water, which you often find in Virginia and the Carolinas." William was obliged to spend much of his time in nursing Bronson back to health, and he was keenly interested in the practices of the attending physician.

A Young Man in Ill Health

On returning home William developed tuberculosis, from which he seems never to have fully recovered. It was the custom for patients to do light work in the open, and in his leisure hours he studied medicine with a local physician. In 1825–26 he attended the "regular course of lectures" in the Yale Medical School and was licensed to practice. But he felt that teaching was his appointed task and that education should be for physical, as well as for mental and moral, development. He wanted such knowledge of physiology and hygiene as would make him an educator in the broadest sense. He left the medical school in bad health, but he proceeded to open a school in Wolcott along advanced lines. School conditions at their best were bad, and, after a few weeks, he was obliged to abandon the enterprise. He turned to open-air life, doing light farming and touring the countryside on foot or on horseback as the assistant of an older physician.

Again William attempted teaching, but with the same result as before. "No one was better informed on educational subjects" and he had been putting his ideas on paper for the secular and the professional press. He attracted the attention of the editor of the *Annals of Education* and he was invited, in 1831, to go to Boston as his assistant. It was the beginning of a busy career in the promotion of physical, moral, and mental education, marked by the production of "106 books and pamphlets and thousands of lectures" delivered in various parts of the country. He was especially in demand for teachers' institutes.

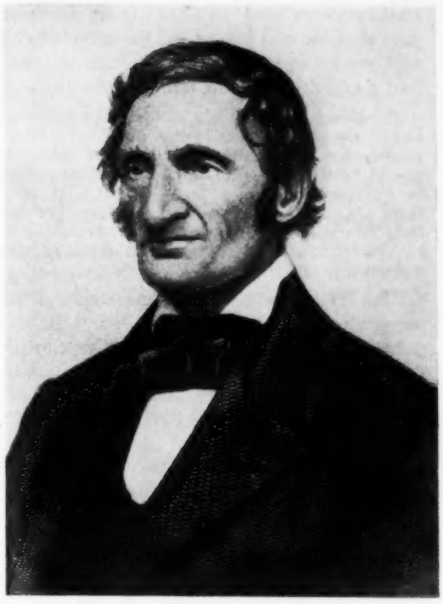
Alcott was troubled at the crude conditions he had found in the many schools he visited in Connecticut, and in 1831 his essay on *The Construction of School Houses* was given the prize offered by the American Institute of Instruction, the national organization of teachers.

School Architecture in 1831

Here are some extracts from this pioneer pamphlet of 20 pages:

That the general arrangement and appearance of even inanimate things around us have an extensive influence in forming our character, will hardly be questioned. Every object, and every individual we see, either renders us more cheerful and happy, or the contrary. The condition of those objects, therefore, which surround a collection of children, whether the number of those be five, fifty, or one hundred, must of necessity have a very considerable influence in forming their dispositions, and giving a determination to their future character.

Nor is their present comfort a matter of indifference, any more than that of the same number of adults. Where is the parent to be found, who would select as a location for his dwelling, the junction of four roads, or a portion of the highway, or a sandbank, marsh, or swamp? Or who would choose, for this purpose, a bleak hill, a wilderness, or some lonely and secluded spot, rarely visited by man or beast? With a few misanthropic exceptions, mankind loves to dwell in airy places, affording a pleasant prospect. They are fond of having shade and fruit trees, shrubs, flowers, fountains, and greensward around their dwellings. The number of those who prefer the disagreeable sight of barren hills, and fields, and sandbanks, or the nauseous and unwholesome exhalations of stagnant water, the barnyard and the sty, to the fragrance and rich scenery alluded to, must certainly be small; yet what is more common than to find schoolhouses exposed to many of these evils, and sometimes to all of them combined? . . .



William A. Alcott

Few, indeed, of the numerous schoolhouses in this country are well lighted. Fewer still are painted, even on the outside. Playgrounds, for common schools, are scarcely known. Hence the pupils are obliged to play in the road, exposed to every attendant danger, both physical and moral.

Nor are the internal arrangements more favorable. There is much suffering from the alternation of heat and cold, and from smoke. The feet of children have even sometimes been frozen. Too many pupils are confined to a single desk or bench, where they are constantly jostling or otherwise disturbing each other. The construction of the desks and benches is often bad. Little or no provision is made for free ventilation. Hundreds of rooms are so small that the pupils have not, upon the average, more than five or six square feet of surface each; and here they are obliged to sit, breathing impure air, on benches not more than six or eight inches wide, and without backs. Many of these benches are so high that the children's feet cannot reach within several inches of the floor. Thus suspended, between the heavens and the earth, they are compelled to remain motionless for an hour and a half together. These things ought not to be. Their health and comfort are believed to be far more important than their progress in science; and in providing for their accommodation during the hours of study, these are the first points to be secured. *Health*, as well as *time*, is *money;* and it is a most mistaken economy which confines a child to those arrangements, and to that atmospheric impurity, which render him unfit for vigorous effort, and thus slowly, though surely, impair his constitution; for we impose by these means a far greater tax on the parent, than would be necessary in erecting the most spacious buildings, and furnishing ample and liberal accommodations.

His Second Book

In 1834 Alcott published his charming *The House I Live In*. He was not a pioneer in the field of health instruction in America, for the subject had been taught, under the name of physiology, in many schools and there was no dearth of textbooks, but it was a novelty to open one written entertainingly and in a language that anyone

[1]Washington 10, D. C.

could comprehend. In 1857 Henry Barnard said that "it was one of the most truly original works of the age . . . though it never had a rapid sale." The book begins thus:

The House I Live In is a most curious building; one of the most curious in the world. . . . In its construction and maintenance the best materials should be used. The frame should be kept clean by washing every day we live. And yet how many there are, who hardly wash at all, except perhaps their face and hands. Such persons are not fit to be entrusted with a habitation so fearfully and wonderfully made.

The book saw two revisions and at least six printings, the last in 1839, but it was more popular abroad, for there was a ninth edition in London in 1857, and it was translated into French and German. An edition in the latter language appeared as late as 1875.

In 1837 Alcott helped to organize, and was made president of, the American Physiological Society, the purpose of which was to acquire and disseminate "by associated action" knowledge of the laws of health.

Health as a School Subject

In 1840 Alcott published his little work on *Health in Common Schools*, which contains the following prophetic paragraph:

We have many doubts whether our common schools will ever become what they ought to be as places for the promotion of health, as well as of knowledge and piety, until they are brought under the care — more or less — of judicious medical men; and until the latter make it their constant duty to watch over their physical education and management. Until the teachers of these schools can be trained to a thorough and practical knowledge of the science of Human Life and Health, there will be a thousand things of frequent if not daily recurrence in every school, which will require medical attention. Or to say the least, there will be daily or hourly recurring cases which will raise these inquiries in the minds of honest faithful inquiring teachers, who have had their minds turned to the subject of health, and a desire implanted in their bosoms to obey its laws, which they will remember or note down, and be glad to present to the medical man at his semiweekly, weekly, or monthly visits.

This essay first appeared in the *Library of Health*, a monthly periodical, which Alcott had started in 1835 "with a large fund of zeal and one subscriber." There were no advertisements, for Alcott had nothing to sell but health, but there was great popular interest and the journal survived, with changes of name, for ten years.

Alcott was in demand, as a speaker before gatherings of teachers throughout the country, for health was always given a place on the program.

Laws of Health

In 1856 he published *The Laws of Health, A Sequel to the House I Live In*, in which he endeavored to reduce matter relating to anatomy and physiology to a minimum. He wrote:

During the past twenty-five years, a new era has dawned upon our race. Books of anatomy and physiology have been written for families and schools; and the study of the "house we live in" has become, at least in theory, the order of the day.

And yet, in the meantime, experience has shown that it is not anatomy, or the laws of structure, nor physiology, or the curious laws of living organs, which is so much needed by the mass of our citizens, as a knowledge of our relations to the things around us; or, in other words, *hygiene*. It is not so much a particular knowledge of bones, muscles, nerves, skin, etc., as an acquaintance with the laws by which these, and all other parts and organs of our bodies, perform their offices or functions, and a knowledge of the specific penalties which God, in His providence, has annexed to their violation.

It was a good book, but it was born out of time. It was reprinted but it did not prove popular. Perhaps it reflected a lack of freshness and fire in its author, for, although he was not yet sixty, he was coming to consider himself "an aged physician." He had wrestled with ill health for forty years and he was becoming exhausted. His last book, *Forty Years in the Wilderness of Pills and Powders*, published in the year of his death, 1859, was autobiographic. He said of it:

It is a work in which confessions of the impotence of the healing art, as that art has been usually understood, greatly abound; and in which the public interest of the laws of health, or hygiene, with the consequence of that ignorance, are presented with great plainness. The world will make a wiser use of its medical men than it has hitherto done, when it comes to see more clearly what is their legitimate and what their ultimate mission.

Great changes have come to pass since William Alcott strove so fervently, with voice and pen, for the better-being of the school child. Most schools are now well located; they are less crowded, more comfortably seated, better lighted, and better ventilated. Playgrounds are usually provided. Most schools have a physician or a nurse in attendance. Physicians are now prepared to furnish something more to their clientele than "pills and powders." The world is making "a wiser use of its physicians than it has hitherto done," for many of its inhabitants are asking for health examinations and for information as to how to keep well. There is much to be desired along all these lines, but the shade of Alcott must be highly gratified at what has been accomplished.

Alcott died of tuberculosis. He had done an enormous amount of good work for the physical, mental, and moral welfare of his generation and he richly deserves to be known as our *first and greatest school hygienist*.

Increases in Teachers' Salaries

► Omaha, Neb. The school board has approved salary increases for teachers, custodians, and clerks, amounting to a total of $367,000. Beginning salaries for teachers with degrees and two years' experience will be $2,250; teachers with two years' college training and two years' experience, $1,980. Teachers earning maximum salaries will receive an additional $180 in 1948–49, and another $180 the next year. An additional $180 will be paid to elementary principals, supervisors, and directors who are employed for ten months. An additional $360 will go to probationary and permanent teachers, supervisors, principals, directors, and certified members of the administrative staff.

► Worcester, Mass. The school board has approved increases for the school staff, amounting to a total of $10,000. Teachers entering the elementary schools, with a master's degree, begin at $1,900, and receive annual increments of $125 until they reach the maximum of $3,600. Those with a bachelor's degree begin at $1,600 and go to $3,200. Present elementary teachers will receive increases of $150 immediately, and an increase of $125 in June of each year until they reach the maximum of $3,600. Present teachers with master's degrees will receive yearly increments of $175 until the maximum salary is reached. Present high school teachers with master's degrees will receive an additional increment in June of $300, and then the regular increment yearly, until they reach $3,800. Present junior high school teachers will come under the schedule as elementary teachers, except those at the present maximums, who will receive $100 immediately. The maximum of $3,600 will be paid regardless of degree.

Present male high school teachers below the maximum will get $100 immediately, and an increment of $150 each June, until they reach a maximum of $3,800. Present women high school teachers below the maximum will get $100 immediately an an annual increment of $125 until they reach a maximum of $3,800.

► Edwardsville, Ill. The school board has adopted a salary schedule for the school year 1947–48, to begin next September, and to provide for a flat increase of 33 1/3 per cent. Teachers with less than three years' training will receive the minimum salary of $1,900 and a maximum of $2,600. Teachers with three or more years' training start at $2,000 and reach a maximum of $2,900.

► Decatur, Ill. The school board has adopted a salary schedule for 1947, providing salaries ranging from $1,900 to $4,500. Teachers with two years' training start at $1,900 and go to $3,100 in the tenth year; those with three years' training start at $2,000 and go to $3,200 in the tenth year; those with four years' training start at $2,400 and go to $4,000; and those with five years' training start at $2,600 and go to $4,500.

► Ansonia, Conn. The 2300 public school pupils on April 21 reported to teacherless classrooms and then returned to their homes for a vacation resulting from the mass resignation of the teachers. The teachers, for whom the board approved and then rescinded a $500 pay increase last December, all served notice thirty days ago that they would resign. Conferences with municipal officials have failed to break the wage deadlock, and the state commissioner of education has taken a hand in the situation.

► Huron, S. Dak. The school board has adopted a salary schedule for teachers, beginning at $2,000 and going to a maximum of $3,200 per year. Teachers with two-year certificates will be paid a minimum of $2,000, with increments of $40 for ten years up to a maximum of $2,400. Teachers with a bachelor's degree will be paid a minimum of $2,400 and a maximum of $2,900 in the tenth year. Teachers with a master's degree will start at $2,600 and go to a maximum of $3,200 in the tenth year. Married men will receive $200 more in each classification.

► Clawson, Mich. The school board has adopted a salary schedule for 1947, providing increases of $700 in the basic salaries of teachers. The minimum salary for nondegree teachers with less than three years' experience is $1,400 and the maximum $2,400; the minimum for those with three years' experience is $1,600 and the maximum $2,600. A minimum of $2,400 and a maximum of $3,300 has been set for teachers with B.A. and B.S. degrees. Teachers with master's degrees will be paid $2,600 minimum and $4,200 maximum.

Business Administration in City Schools—IV

William E. Rosenstengel and Willard S. Swiers***

Duties of the Business Manager Pertaining to School Plant and Insurance

There are three distinct phases of work in connection with the school plant. They are construction, operation, and maintenance. The boards of education, in most instances, employ an architect to draw plans and specifications of new school buildings and to supervise the construction. Although the architect sees that the plans and specifications are carried out by the contractor, it is necessary for some person in connection with the local administration to give general supervision to this work. The 114 business administrators were asked to state their responsibility relative to construction of new buildings and alteration of old buildings.

TABLE X. Duties of Business Managers in Connection With Construction and Alteration of Buildings

Groups*	Number reporting	General supervision of construction program		General supervision of alteration program	
		Number	Per cent	Number	Per cent
I	6	4	66.6	5	83.5
II	13	7	53.9	7	53.9
III	18	10	55.5	11	61.1
IV	39	18	46.1	23	58.9
V	38	13	34.2	15	39.4
Total	114	52	45.6	61	53.5

*Group I, above 500,000 population; II, 131,000 to 500,000; III, 76,000 to 150,000; IV, 26,000 to 75,000; V, 0 to 25,000.

Although the construction of a new school building is one of the most important and far-reaching activities that a community undertakes only 52, or 45.6 per cent, of the business managers have general supervision of this program. The boards of education may feel that the architects give sufficient supervision or there may be other persons on the administration staff who have this responsibility. There are, however, 61, or 53.5 per cent, of the business managers who have the responsibility of general supervision of all alteration work.

The term, "operation of the school plant," includes those activities which are essential to keep the physical plant in proper condition for schoolwork. This work includes all types of cleaning, heating, ventilation, and minor repairs of the school property both in and out of the building. Table XI shows the extent that business managers are responsible for the operation of the school plant.

TABLE XI. Extent of Responsibility of Business Managers for Operation of School Plant

Group	Number reporting	Supervises all janitorial services		Supervises all minor repairs in connection with operation of school plant	
		Number	Per cent	Number	Per cent
I	6	5	83.5	5	83.5
II	13	7	53.8	7	53.8
III	18	12	66.6	11	61.1
IV	39	24	61.5	25	64.1
V	38	19	50.	14	36.8
Total	114	67	58.8	62	54.4

The supervision of janitorial work seems to be a responsibility of a majority of the business managers. The range was from 50 per cent in the smaller cities to 83.5 per cent in the cities over 500,000 population. The supervision of minor repair work in connection with the operation of the plant is performed by approximately 54 per cent of the business managers. In the smaller cities, under 25,000 population, only 35 per cent had this responsibility. It would seem that the supervision of the operation of the school plant is a responsibility of the business managers.

The maintenance of the school plant is concerned with keeping the physical plant, either through repairs or through replacement of property, near its original service value. The administration must provide supervision not only for locating anticipated defects but also providing workmen to do the repairs and handling the necessary materials in a businesslike manner.

TABLE XII. Extent of Responsibility of Business Managers in Supervision of Maintenance of the School Plant

Group	Number reporting	Responsibility for all maintenance of plant	
		Number	Per cent
I	6	5	83.6
II	13	7	53.8
III	18	12	66.6
IV	39	24	61.5
V	38	13	47.3
Total	114	61	53.5

There are 61, or 53.5 per cent, of the business managers who are responsible for supervision of all maintenance. The number in each group responsible for maintenance compares favorably with the number which supervises the operation and alteration of the plant.

The execution of the insurance program of a school is an important business activity. Approximately 5 per cent of the school budget is spent on protection. There are a number of duties to be performed in connection with the insurance program. Table XIII gives some of these duties which business managers perform.

TABLE XIII. Duties Performed by Business Managers in Connection With Property Insurance

Duties	Group I		Group II		Group III		Group IV		Group V		Total	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
1. Appraises property for insurance	5	83.3	9	69.2	10	55.5	16	41.0	11	28.9	51	44.7
2. Recommends to board the amount of insurance	4	66.6	11	84.6	13	72.2	24	61.5	18	47.3	70	61.4
3. Recommends to board the types of insurance	4	66.6	10	76.9	11	61.1	25	64.1	17	44.7	67	58.7
4. Recommends to board allotment of insurance to agencies	4	66.6	5	38.4	9	50.0	17	43.5	8	21.0	43	37.7
5. Actually purchases insurance for board	4	66.6	9	69.2	10	55.5	22	56.4	21	55.2	67	58.7

There are many minor duties to be carried out in connection with the school property insurance that the business managers were not asked to check. It was thought that the above were some of the major problems and would show something of the work they are doing. It is to be noted that only 44.7 per cent of the business managers have the responsibility of appraising school property for insurance purposes. H. P. Smith[1] found that insurance experts ranked for the business manager 6.5 among seven

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**Principal of West School, Gastonia, N. C.

[1]Harry P. Smith, *Business Administration of City Schools* (New York: World Book Company, 1929), p. 253.

TABLE XIV. Duties Performed by Business Managers in Connection With Liability Insurance

Duties	Group I No.	Group I Per cent	Group II No.	Group II Per cent	Group III No.	Group III Per cent	Group IV No.	Group IV Per cent	Group V No.	Group V Per cent	Total No.	Total Per cent
1. Responsible for health and accident insurance for all employees	2	33.3	4	30.7	3	16.6	11	28.2	22	57.8	42	36.9
2. Responsible for health and accident insurance for non-professional employee only	1	16.6	1	7.6	7	38.8	10	25.6	6	15.7	25	21.9
3. Repsonsible for student liability insurance	0	...	1	7.6	2	11.1	3	7.6	6	15.7	12	10.5
4. Responsible for liability insurance on motor vehicles	5	83.3	8	61.5	12	66.6	20	51.2	13	34.2	58	50.9

different methods of appraising school property. On the other hand 61.4 per cent of these administrators recommend the amount of insurance the board should carry on school property. Only 37.7 per cent recommend how the insurance should be allotted to the local agencies. There is a possibility that many boards have adopted policies sometime in the past which would cover this problem. It is known, however, from experience that many boards use the insurance program as a "political football."

The problem of casualty, particularly liability, insurance is one that gives the local administration much concern. The purpose of liability insurance is to protect the insured against responsibility imposed by law for accidents and at the same time protect the pupils and the employed personnel. The business managers were asked to indicate their responsibility relative to liability insurance.

The above data shows that there are not a large number of the business managers who are responsible for liability insurance for the employed personnel or students. Only 10 per cent of the business managers are responsible for student liability insurance. There are, however, a greater number who have the responsibility for liability insurance on motor vehicles.

The extent that the insurance record is an essential part of the record system of the business administration is shown in Table XV.

TABLE XV. Responsibility of Business Manager for Keeping Insurance Record

Group	Number	Responsible for record Number	Responsible for record Per cent
I	6	5	83.3
II	13	9	69.2
III	18	14	77.7
IV	39	33	84.6
V	38	33	86.8
Total	114	94	82.4

Responsibility for keeping a record of all insurance belongs to 82.4 per cent of all business managers. It is to be noted that this is a rather high per cent compared to some of the other duties.

The next article will give the duties of the business manager pertaining to personnel and supply management.

Washington's New State School Building Aid Law

*Erik L. Lindman**

Faced with a critical schoolhousing shortage accumulated from curtailed construction during the depression and war years and intensified by a sharply increasing postwar school enrollment, the 1947 Washington State Legislature enacted a comprehensive state school building aid law. It was estimated by George D. Strayer's Survey Staff that $100,000,000 must be spent for school building improvements during the next few years in order to adequately house present school enrollments.[1] This estimate included no provision for inevitable enrollment increases. Washington's low property assessments, its unequal distribution of taxable wealth, its 5 per cent constitutional debt limit and its constitutional millage limitation make it impossible to meet this need from local sources.

At the present time the schools of Washington receive over 70 per cent of the cost of current operations from the state. The steady increase in the state contribution to current school support since 1933 has been necessary because of the rigid restrictions placed upon the local property tax. While state aid was provided to offset the restrictions upon local funds for current expense purposes, similar provisions were not made to take care of the capital outlay needs.

There are several reasons why a program of state aid to school districts for capital outlay purposes did not parallel the development of the state current expense aid:

The state constitution provides that the funds derived from federal land grants shall be used exclusively for the current support of the common schools.

Increases in state aid for current expense has generally come as a result of an emergency which threatened to close schools because of insufficient funds for current operation. Schoolhousing needs were never so obviously or dramatically critical.

There is a prevailing conviction that the school buildings are a local community asset, enhancing property valuations, and hence should be financed from local property taxes.

During the early development of state aid programs, it has been assumed frequently that provision for current expense needs would release ample local funds for capital outlay purposes.

Some state funds have been used to finance local school plant construction in Washington as early as 1935. It is interesting to note that the purpose of these early state grants was not so much to provide housing for school children as to provide work for the unemployed. The state funds were administered by the State Social Security Department as part of the state government's fight against the "depression."

The Policy of State School Building Aid

In 1941, however, the legislature enacted a law which clearly recognized the policy of state aid for school building purposes. Several comments with respect to the enactment of this law are significant:

It was enacted when there was a dramatic need for school plant facilities in the "defense areas." The crowding of families of warworkers into these areas made existing school buildings hopelessly inadequate.

The law specifically requires that consideration be given to the formation of "improved school districts" in the administration of the act. This law was correlated with the school district reorganization act enacted during the same legislative session.

Final authority over the allocation of state school building funds was vested in the social security committee, which committee consists of the governor and two of his appointed administrative officers. However, it was required that all applications for state grants must be made to the superintendent of public instruction.

The basis for allocating state school building funds was left to the discretion of the administering agencies.

*Assistant State Superintendent of Public Instruction, Olympia, Wash.

[1]Public Education in Washington, A Report of a Survey of Public Education in the State of Washington, George D. Strayer, Director of Survey, p. 153.

An appropriation of $3,000,000 was made to carry out the act during the 1941–43 biennium.

The 1941 school building aid law remained in effect until the last legislative session, but the Legislature successively reduced the appropriation during the war years so that virtually no state funds were available to meet the postwar schoolhousing crisis.

The most significant points of the state school building aid law enacted by the 1947 legislature are as follows:

The amount of state grant is determined by an equalized matching formula. The law requires the superintendent of public instruction to determine the assessed valuation of each school district as equalized by the state tax commission for state taxation purposes and to determine the number of classroom units needed by the school district. The determination of these quantities does not involve a review of local assessments by the state superintendent; this review of assessments is made by the state tax commission, and its findings are used by the superintendent of public instruction in computing state school building aid grants. After these quantities have been ascertained, the amount of the state grant is computed in accordance with the following statutory table:

Formula for State Building Aid

Ratio of assessed valuation to number of classroom units	*Percentage of state assistance*
$ 28,570 or less to 1	75.0
30,000 to 1	73.9
35,000 to 1	70.2
40,000 to 1	66.7
45,000 to 1	63.3
50,000 to 1	60.0
55,000 to 1	56.9
60,000 to 1	53.8
65,000 to 1	50.9
70,000 to 1	48.1
75,000 to 1	45.5
80,000 to 1	42.9
85,000 to 1	40.4
90,000 to 1	37.9
95,000 to 1	35.6
100,000 to 1	33.3
105,000 to 1	31.1
110,000 to 1	29.0
115,000 to 1	27.0
120,000 or over to 1	25.0

The foregoing table is based upon a mathematical equalization formula which was developed by the state department of education. The derivation of the formula is somewhat technical and so a table of percentage grants was included in the law in place of the mathematical formula in order to make the whole procedure more easily understood.

The entire responsibility for the administration of the law is placed in the state board of education and the superintendent of public instruction. The former state school building aid law was administered jointly by the state superintendent of public instruction and the social security committee. The latter committee, which is composed of the governor and two of his administrative appointees, had final control over state school building aid grants. Final authority to approve state school building grants is now vested in the state board of education. This provides a better opportunity to co-ordinate school plant planning with the requirements of the educational program.

Maximum freedom for local initiative in planning school buildings is assured. No fixed cost ceiling for computing state school building aid grants is contained in the law. This gives greater flexibility in meeting the extremely different local conditions prevailing thoughout the state. It may be necessary for the state board of education to adopt some sort of a cost ceiling for computing state grants. Because of the great difficulty in developing such a formula which would be both equitable and simple, it seemed wiser for the legislature to delegate to the state board of education the responsibility for determining maximum costs which may be used in computing state school building grants.

The possibility of federal grants for school building construction is recognized. The law attempts to co-ordinate any program of federal aid for school construction which may be enacted by Congress. It provides: "In so far as is permissible under acts of Congress, funds made available by the Federal Government for the purpose of assisting school districts in providing school plant facilities shall be made available to such districts in conformity with rules and regulations which the state board of education shall establish."

Law Fits Washington Conditions

The type of school building aid law enacted by the 1947 legislature is especially suited to the needs of the state of Washington at this time. It permits a substantial amount of school building money to be provided on a pay-as-you-go basis, reducing the amount of long-term borrowing. It is flexible enough to meet the need for school buildings in areas where school enrollments are increasing very rapidly. The equalized matching formula insures objective determination of the amount of the state grant. The local community has a "stake" in the cost of a school building project, and therefore is interested in obtaining the best possible building at the lowest possible total cost. The greater percentage grants allowed to the less wealthy school districts tends to equalize school plant facilities for children in all parts of the state, just as current expense funds are now equalized by state aid. The law appropriates $20,000,000 for expenditure during the 1947–49 biennium for school building. While these funds are not adequate to meet all needs, a large number of projects will receive state aid.

Dr. Willard B. Spalding

City school administration loses an outstanding leader in Dr. Spalding who leaves the Portland, Oregon, city superintendency to become dean of the University of Illinois at Urbana.

Dr. Spalding's experience includes high school principalships and superintendencies in Massachusetts. Before going west he was superintendent of the Passaic, New Jersey, schools.

The Board of Education at Boone, Iowa, in Session.
Left to right: Willard McCartney; Dr. W. H. Longworth, president; James Morris; L. R. Johnson, secretary; E. E. Weimer; Don Kruse; A. B. Grimes, superintendent.

We Badly Need —

More and Better Geography Teaching in Public Schools

Monica H. Kusch[1]

History is first taught in about the third or fourth grade in the elementary school, yet the college student takes history as a college subject and thinks nothing of it. That same student began his geography in the third or fourth grade also; yet, when he sees geography listed in the university catalog he looks askance saying, "Geography in college! That's grade school stuff." Just why does the student have this different attitude toward the two subjects? Is it because teachers handle it and speak of it only as an elementary school subject? Is it due to the fact that a larger number of grade teachers know more history than geography and therefore make history more interesting? Or, is it because so many of our high schools do not teach much geography and the few courses that are offered in the high schools cannot be taken by those students preparing for college?

All of these reasons and possibly a number of additional ones account for this attitude, but one would be inclined to suspect that the last of the three reasons has played, by far, the largest part in this difference of attitude toward the two subjects.

Geography Is Important

Let us consider for a minute *why* geography is so important. Other papers have discussed the need for a thorough geographic knowledge in industry, politics, government, and other types of work. This paper will stress the need for this same geographic background in the college student. Geography is essential in understanding much of the news on the radio and in the daily papers. This past semester such items as the eruptions of Mt. Mayon in Luzon and Mt. Etna in Sicily, the Byrd expedition into Antarctica during the southern summer, the visit of the British king to South Africa, the record lowest temperature on the continent of North America, and many more news items were subjects we should have been able to discuss at a university level. But before we could discuss them at that level we had to clear up such elementary geographic ideas as where Luzon is, even where Sicily is, that the southern hemisphere has summers and long days when we have winter and long nights and that the coldest places on earth are not at the poles nor the hottest places at the equator. Most of these students have had no geographic training since the seventh grade. There have been five years of schooling in which they had no geography, and many have added several years of service to that five-year period in which they forgot most of the geography they ever learned.

And, why aren't the history teachers in high schools and colleges loudly lamenting the fact that their students do not know the necessary geography? Certainly a knowledge of geography is essential in understanding history, not only a knowledge of place geography, although that is extremely essential, but also a knowledge of climates, topography, crop potentialities, commerce, and trade. Just as today a nation's economic life, industrial life, and political life depends to a large extent on its climate, topography, soils, seaports, and other geographical factors, so did the industrial, economic, and political life of that nation in the past depend on those same geographical factors. And that past development of a nation which is geographical in nature is part of its history.

Not only can high school history draw on a geographical background but civics can make use of many geographical principles in interpreting local conditions. Similarly, any high school course in economics needs more than elementary school geography as a prerequisite.

At the university level history courses, economics courses, political science courses, and courses in geology and climatology would benefit if the student had a sound, functioning geographic background.

College Students Need Geographic Facts

What then, is the situation we find regarding a geographic background in the colleges?[2] A few students reach college classes unable to tell directions accurately on a map. True, a very small amount of teaching sets them straight on this matter, but if they didn't learn it in the fourth grade where it should be taught, this failure to tell directions on a map should have been detected and straightened out at a later level. One possible reason for this inability to tell directions on a map may be the fact that after the fourth-grade level teachers take it for granted that children know how to tell directions and do little or no checking on it, much less provide practice for the skills already learned.

It is probably no exaggeration to state that at least three fourths of the students taking their first college geography course do not have a workable knowledge of latitude and longitude. We cannot, then, begin at the university level of finding the height of the sun in the sky on a certain date, nor the length of a parallel when given the cosine of the angle for a particular latitude, but we must begin at the fourth-grade level and teach the basic principles of latitude and then teach the seventh-grade skills pertaining to longitude, thus consuming valuable time which should be spent gaining geographic understandings of a college level.

How can these students read and understand isarithmic maps, weather maps, and geological maps if they cannot read the physical political maps in common usage in the public schools? At the college level the student should learn the climates of the world and their relation to the economic, industrial, and political development of the nations within that climatic region.

But no wonder the student is lost during a discussion in which the Congo Region, the Sahara, the Great Basin, the Danube River Valley, and the Ukraine are mentioned when they have no idea where any of these are. We should be able to take it for granted that they know their place geography but we can't. The student must learn not only the details of the various climates, but likewise he must carry the extra load of learning where these places are. As for the industrial, economic, and political life of the region, he still feels that all people of the Congo or the Amazon are "uncivilized," or a group of unclothed natives, uneducated and savage to outsiders. Again, the student finds himself in the position of learning background material along with his regular course work. Is it any wonder that he says, "Gee, is this a stiff course!"

Solutions of the Problem

If an entering freshman is not ready for Rhetoric I, he takes Rhetoric 0 for which no credit is given and in which he remains as many semesters as are necessary to bring his background knowledge to the level of the first-year college. Similarly, if his mathematics is weak he must enroll in a noncredit mathematics course until he has reached the beginning college level. Such a procedure is not provided for in geography, yet the university requirement in the geography courses cannot be lowered.

What, then, are some of the possible solutions to this problem? The solution may lie in part in elementary teachers who are better trained in geography, not necessarily specialists, but teachers and supervisors who know this subject and do a

(Concluded on page 77)

[1]University of Illinois, Navy Pier, Chicago.

[2]These statements apply only to students derived from an area where geography is not taught in the high schools for college preparatory students.

The new Elementary School, Ward 8, Gloucester, Massachusetts, is arranged to provide the best possible orientation for the classrooms and larger instructional areas. — Tucker, Rich, and Graton, Associated Architects, Boston, Massachusetts.

Gloucester Plans Modern School to Meet Pupil and Community Needs

Ernest G. Lake, Ph.D.[1] *and Herman F. Tucker*[2]

Gloucester is the largest in territory of the cities immediately adjacent to the Boston Metropolitan area. The problem of planning a building program for this large school district is complicated because, although the city proper includes a very small geographic area, it includes two thirds of the student population. Three suburban areas extending east, west, and north, and constituting three main population sectors, contain the remaining third of the student population. These three areas together include nearly thirty square miles.

Occupying the east section are East Gloucester, Rocky Neck, and Eastern Point. To the west lie Magnolia and West Gloucester. To the north are the centers of Riverdale, Annisquam, Bay View, and Lanesville. The city proper is served by six elementary schools (grades 1–6). The three suburban areas are served by ten small wooden buildings — two schools in the eastern section; four schools in the western section; and four schools in the northern section.

Because of the increased growth in school population in these outlying suburban areas, because of the physical condition of these wooden buildings, and because of the desirability of consolidating ten small schools, it seemed wise to begin our capital improvement program by providing a new elementary school in each of these three areas. The first of these three schools to reach the final stage in the planning process is the *Ward Eight Elementary School* which will serve the West Gloucester and Magnolia section and accommodate about 200 pupils, kindergarten to sixth grade.

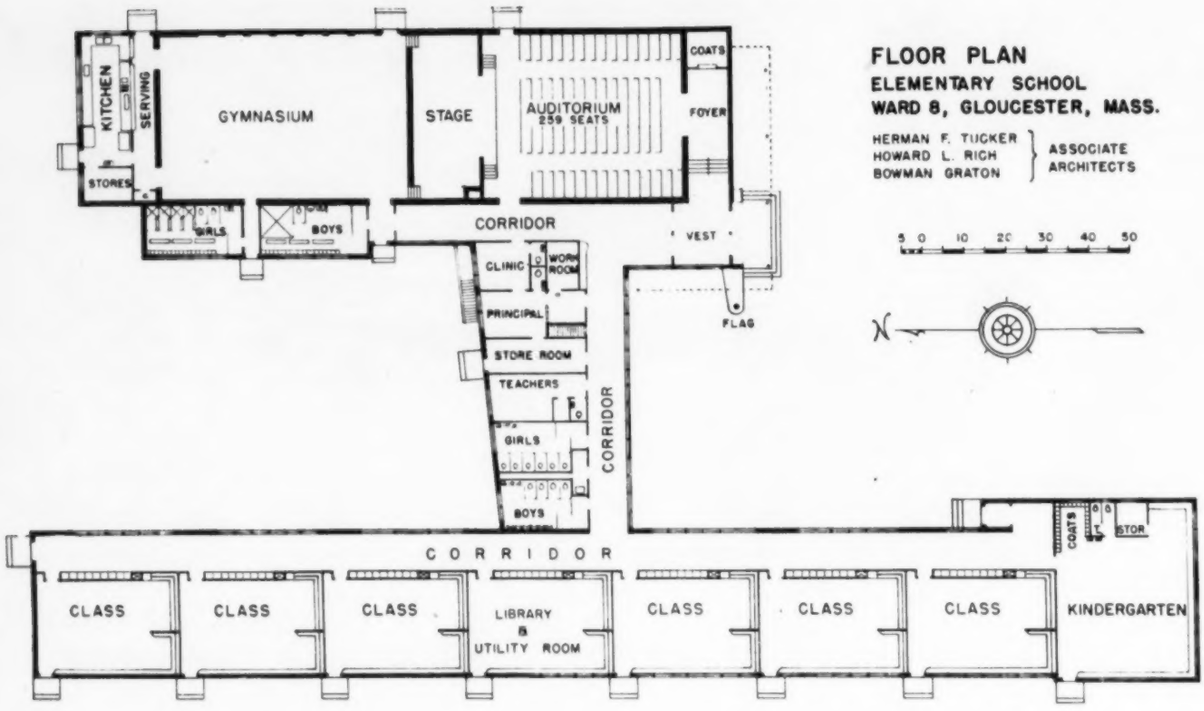
A subcommittee of the school committee was appointed to work with the superintendent of schools to define the pupil and community needs of each section and to write the requirements of each school for the architect. The nature of each area made it imperative that each school satisfy community needs as well as pupil needs. At the first meeting of the subcommittee it was suggested that agreement should be reached as to the general principles to be accepted for *effecting pupil needs*, for *effecting community needs*, for *effecting a modern building embracing proved architectural improvements*.

Meets Pupil Needs

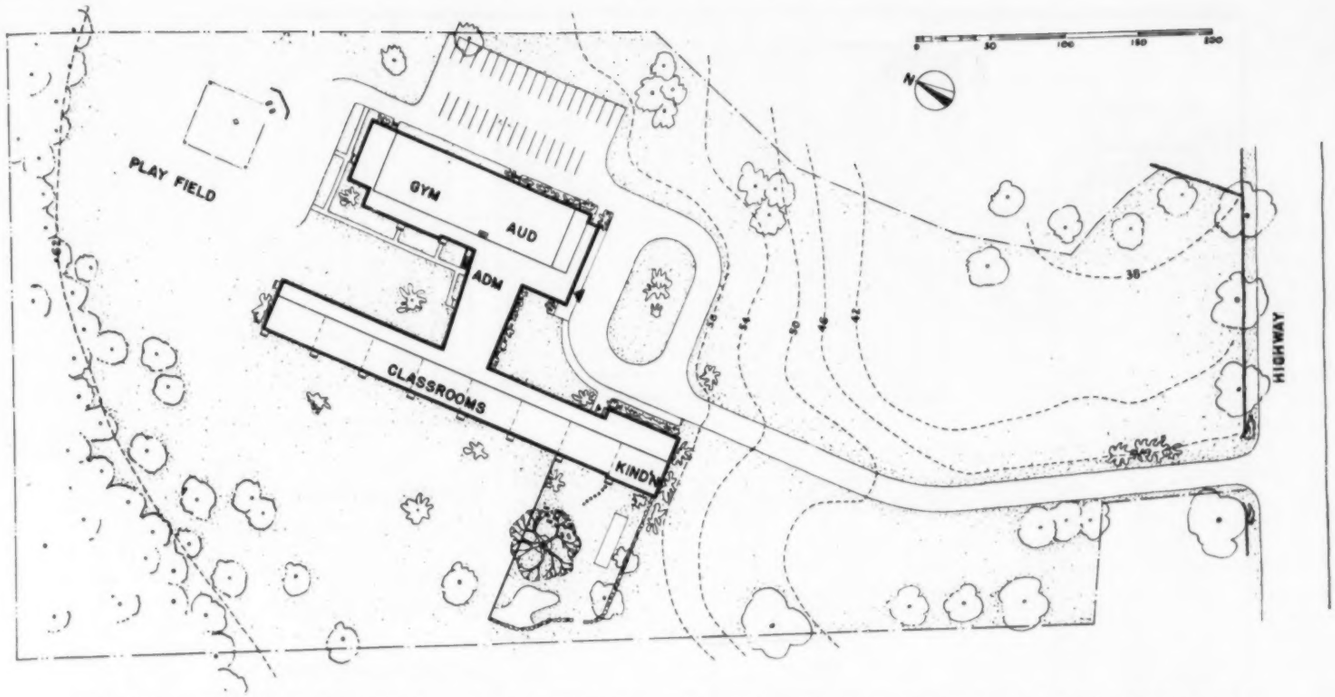
Agreement was reached on the following items to meet pupil needs:

1. Classrooms to be larger than present classrooms. The minimum size accepted was 24 by 37 ft.
2. Classrooms to be planned for the use of movable furniture.
3. More tackboard and less chalkboard to be provided in the classrooms of the new building.
4. More window space to be provided and stringent attention to be given to the application of the principles of scientific lighting, use of artificial lighting, and color schemes.
5. Acoustic treatment to be given to all classroom and corridor ceilings.

[1]Superintendent of Schools, Gloucester, Mass.
[2]Architect, Tucker-Rich-Graton, Associated Architects, Boston, Mass.



The main entrance of the Ward 8, Elementary School, Gloucester, serves also as a loading platform for the school buses. — Tucker, Rich, and Graton, Associated Architects, Boston, Massachusetts.



The site of the Ward 8, Elementary School, Gloucester, Massachusetts, is irregular in shape. The front on the highway is approximately 200 feet and widens out to more than 400 feet at the rear. It is 820 feet deep.

6. More storage and better planned storage space to be provided in each classroom.

7. Pupil lockers to be located in the corridor to allow for better use of wall space in the classrooms.

8. These special rooms to be provided:

a) A separate gymnasium
b) A separate auditorium
c) A cafeteria
d) An administration suite of offices to include a workshop for teachers, a principal's office, and a storeroom
e) A school library
f) A teachers' rest room
g) A small health unit

9. An outside exit from each classroom to the playground.

10. Playground space and site to be adequate as to area and removed from dangerous traffic conditions.

Meets Community Needs

The subcommittee had in mind in planning the school needs the facilities needed for community use. Perhaps for this reason the superintendent and his committee insisted that the auditorium and the gymnasium be separate units. In addition to this provision, the following principles were accepted as important if the community were to get the most benefit from the building.

1. That the public used units be easily accessible to the public without disturbing the rest of the school, this to include easy heating without heating the rest of the building.

2. The shower room facilities should be located to allow for summer use in a summer playground program.

3. Kitchen and seating to allow for a community supper.

Includes Modern Architectural Improvements

Careful consideration was given to recent developments in architecture and in new building materials. The architect was requested to plan the building with these principles in mind:

1. Single story construction was to be favored.

2. No basement construction to be desired except for storage and for boiler room.

3. The building design to be functional, designed so as to get the maximum of use and not to be embellished with unnecessary towers, etc.

4. Heating to include the advances in radiant heat.

5. Clerestory lighting to be provided.

With these needs and principles in mind, the architect set about to draw plans for a really modern elementary school.

The Site Is Ample

A site of about seven acres, off the main highway, but reasonably accessible from all main roads, was selected. The site is central to most of the school population. The land is reasonably level, with good drainage. It is free of ledge and naturally beautiful with wild foliage.

Plot Plan Ideal

The plan was drafted with proper consideration for all of the specifications and recommendations previously mentioned. Orientation allows an easy approach for the buses, with public and school entrances kept separate (see plot plan). Separating the building into three units — *auditorium-gymnasium, administrative wing,* and *classrooms* permits the architect to provide for pupil as well as public needs with the least of inconvenience for both. Parking area is easily reached from a circular driveway, and the whole area is immediately adjacent to the public entrances of both the auditorium and the gymnasium.

Plan of Architecture

The building is strictly functional in design, in accordance with the desires of the school committee. The lines, however, are not so severe as not to provide a pleasing architectural effect. Full window space, setbacks, slanted roof structure in the classroom area, pleasing entrances, all combine to make for a satisfactory architectural effect.

Details of Construction

Walls and Wall Coverings. The exterior walls are of red water-struck brick, solid in the gymnasium and auditorium and veneered in the administration and classroom areas. Foundations are full depth around the boiler room, but elsewhere to below frost lines. Interior partitions are to be frame construction with classroom, corridor, administration wing, and auditorium walls metal lathed, plastered, and painted. Toilets and locker rooms will have tile dado with painted plaster above. The gymnasium is to have painted brick dado seven feet high and sand-lime brick above.

Ceiling and Roof Construction. Roof construction to be of steel frame construction

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PLANS FOR A COMPLETELY-EQUIPPED CUSTODIAN'S CLOSET

The plan above is a typical custodian's closet which the New York City schools are including in the plans for elementary and high school buildings to be erected during the postwar period. The room is planned for utmost convenience and for cleanliness. The two plans fit practically every situation and are adapted to practically every elementary and secondary school.

For a Better Perspective —

A Schoolman Explores Heating and Ventilation

*Paul W. Seagers**

From 1904 to April 13, 1940, the New York State Education Laws required for school buildings equipment for assuring at least 30 cubic feet of pure air per minute per pupil, and "the facilities for exhausting the foul or vitiated air therein shall be positive and independent of atmospheric changes" (Education Law, Article 451 as amended by L. 1904). The Education Law as amended L. 1940, C. 427, effective April 13, 1940, reads as follows: "The Commissioner of Education shall not approve the plans for the erection of any school building or addition thereto or remodeling thereof unless the same shall provide facilities for heating and ventilation adequate to maintain healthful and comfortable conditions in the classrooms and study halls." Thus in 1940 we removed the "straight jacket" from heating and ventilating and can now depend on research and engineering ingenuity to give us the conditions we need.

For a background let us glance at the evolution of the various theories of ventilation.

CHEMICAL THEORY: About 1775 Lavoisier brought out his work on the component parts of the atmosphere. As a result of this work the harmful effects of poorly ventilated rooms were attributed to the increased carbon dioxide in the air. In fact as late as 1854 a physician published a book in which he considered carbon dioxide as poisonous. About 1857 Claude Bernard thought that carbon dioxide interfered with the absorption of oxygen in the body.[1]

TOXIC ORGANIC THEORY: In 1863, Pettenkofer demonstrated that the matter of a deficiency of oxygen or an excess of carbon dioxide did not enter into the question of ventilation. He thought that the body gave off poisonous exhalations or hypothetical organic substances, and the presence of these substances in the air were very harmful. He used, however, the amount of carbon dioxide in the air as an index of its purity. The tragedy of the Black Hole of Calcutta (1756) in which 146 men were kept in a room, 20 feet square, containing only two windows seemed to substantiate his theory. This was also true of the Londonderry calamity (1848) in which many died in the confined steerage of the Londonderry boat during a bad storm. Using the amount of carbon dioxide in the air as an index the standard of 30 cubic feet per minute of fresh air per person gradually evolved about the end of the nineteenth century.

THERMAL THEORY: Hermans of Amsterdam in 1883 thought that the symptoms experienced in an ordinary badly ventilated room were due to interference with heat loss from the body surfaces resulting from high temperature, excessive humidity, and lack of air movement. The correctness of this view was demonstrated by Flügge at Breslau in 1905 and subsequently by Haldane and Hill in England and by Benedict and the New York Commission on Ventilation (1923) in this country.[2, 3]

THE QUANTITY THEORY: In 1895 the American Society for Heating and Ventilating Engineers set 30 cubic feet per minute of fresh air per child as necessary. This was based on the work of Pettenkofer in Germany, Parker in England, and Billings in the United States. This 30 c.f.m. of fresh air per child was set as standard in Massachusetts in 1902, New Jersey in 1903, and New York State in 1904. Thus we see that the idea of diluting the air in the room with 30 cubic feet of fresh air per minute per person gave rise to mechanical ventilation and was based on a theory prevailing in 1870.

There have been a number of studies since 1913 to disprove the quantity theory. Some of these seem to be due to a decided reaction against the expensive equipment necessary to meet these standards. The New York Commission on Ventilation was appointed by the governor of New York State in 1913. Its first work was published in 1923. In 1926 the Commission was reorganized under the Milbank Memorial Fund and published its final summarizing report in 1931.[4] Among other things it came to the conclusion that "the present laws and regulations requiring a supply of 30 cubic feet of air per pupil per minute in the schoolroom have no justification in theory; and, in practice may involve a serious handicap to progress in the art of school ventilation."[5]

EFFECTIVE TEMPERATURE THEORY: This theory is really a continuation of the thermal theory. Houghten and Yaglou[6] thought that temperature, humidity, and air motion could all be placed in one unit of measurement which they called the effective temperature index. This they developed in the Pittsburgh laboratory in 1923. This index was considered unreliable by the New York Commission on Ventilation, but was further refined in 1932 and recommended as a standard of measurement by the American Society of Heating and Ventilating Engineers.[7] Effective temperature is defined as "an arbitrary index which combines into a single value the effect of temperature, humidity, and movement of air on the degree of warmth or cold felt by the human body. The numerical value is that of the temperature of still, saturated air which would induce an identical sensation of warmth."

COMFORT AND HEALTH THEORY (or air conditioning theory): There now appears to be a tendency for ventilating engineering societies, medical societies, and other interested groups to isolate further the variables which enter into ventilation "adequate to maintain healthful and comfortable conditions." It is within the scope of this article to consider this approach.

Under healthful conditions we should consider (1) relative freedom from injurious chemicals and dust and (2) relative freedom from air-borne infections; while under comfortable conditions we should consider (1) motion of air, (2) temperature, (3) humidity, (4) draft sensation, and (5) odors. Once we have set up the conditions we want in the classroom then it is the architect's and engineer's job to try to meet those conditions, taking into account practical limitations. We must realize that construction is always a compromise between the engineering "know-how" and costs. We should never compromise health. However, it might be necessary in some slight way to compromise comfort. We must also realize that with few exceptions the feeling of discomfort usually precedes unhealthful conditions.

Healthful Conditions

1. RELATIVE FREEDOM FROM INJURIOUS CHEMICALS AND DUST. Most schools in the country are not bothered too much with dangerous concentrations of dust and chemicals. When it is determined that these are present in the outside atmosphere toxic threshold concentrations of dust or chemicals, the reduction of the same can take place by washing or filtering the air or by using electric precipitation methods.

2. RELATIVE FREEDOM FROM AIR-BORNE DISEASES. Germs may be removed from the air by filters and other mechanical means, ultra-violet lamps, aerosols, and ozone. "Passing air through commercial filters reduces substantially its bacterial content. Glass or steel wool filters, treated with viscous oil, removed from 40 to 60 per cent of normal room air organisms passing through the filters. Commercial air washers using sterile water are about as efficient as filters in removing microorganisms from air."[8]

The use of ultra-violet irradiation is found in Wells's study of the Germantown

*Mr. Seagers, principal of the Orchard Park Central School, Orchard Park, N. Y., read this paper before the Annual Meeting of the Empire State Architects Association, October 17, 1946. This is taken from a study he did for the New York State Department of Education.

Friends Schools and the Swarthmore Schools[9] and in the New York State study.[10] Its use is found effective under certain conditions.

Aerosols — an aerosol as a bactericidal solution which can be finely atomized for the purpose of sterilizing the air of a room. Sodium hypochlorite, triethlene glycol, and propylethlene glycol are common and need further study.[11, 12] The killing power of ozone for air-borne organisms is small when ozone concentrations do not exceed the limit of human tolerance.[13]

The ionization of air is too impractical at this time and of doubtful benefits.[14]

Comfortable Conditions

1. Motion of Air. Air must be kept in motion to eliminate stratification and stagnant pockets of air so as to make the temperature and humidity uniform as well as to remove odors; and in a cooling season to remove, rapidly, the water vapor near the body and thereby promote a cooling sensation: the body loses heat by radiation, convection, and water vapor. During a heating season air velocities in excess of 25 to 30 feet per minute[15] usually give undesirable effects especially with greater than a one and one-half degree to two degree difference in temperature between the air in the room surrounding one section of the body and the air moving against another portion of the body; with summer cooling and air conditioning higher velocities up to 40 or 50 feet per minute, if properly controlled, seem to give satisfactory conditions and in real hot weather the velocity can rise 100 feet per minute. "At an air temperature of 70°–72°F. an increase in air movement from 17 to 100 linear feet per minute is approximately equivalent to a drop of 7 degrees in operative temperature."[16] Air does not diffuse properly if there is a greater than 10 degree difference from horizontal injection and a 15 degree difference for vertical injection of air.[17]

2. Temperature. There appears to be a comfort zone for summer and a slightly different one for winter. We get heat from three main sources: from the sun, from the body, and from the heating system. Therefore, the heating system should supplement the other two sources and also temper any outside air brought in. This should be tempered to within 10–15 degrees of the inside air. In a cooling season there should not be more than a differential of 10 to 15 degrees between the outside temperature and the inside temperature.

3. Humidity. Miura[18] found that the "optimum conditions of temperature and humidity was 70° F. dry bulb temperature and 50 per cent humidity; however at the same temperature, humidity could go, for comfort, as high as 72 per cent and as low as 14–25 per cent. It is generally accepted that 50 per cent relative humidity can be maintained in a room with an exposed wall only if the outside temperature is 45 degrees or above; otherwise, there will be excessive condensation in the walls and windows. Not more than 35 per cent relative humidity can be maintained at 20° without frosting. Thus we see that humidification is practical only within narrow limits. Most of the effects of humidification are psychological.

4. Draft Sensation. Radiation from the body to cold surfaces without compensation gives a draft sensation. This means that we should have proper radiation around windows and should heat the building well in advance of the occupancy.

5. Relative Freedom from Odors. It takes from 8 to 21 cubic feet per minute of fresh air to take care of body odors, depending on the socioeconomic status of the occupants of a room. In ordinary cases it is better to teach body hygiene than to increase the capacity of the equipment to care for the odors.[19]

With the exception of special rooms, such as laboratories, kitchens, garages, and projection rooms which need positive ventilation, it makes no difference to me what system I have if it produces the above results in an economical manner. However, as a practical schoolman I believe the following items desirable:

One or two wall hung fans can help in cooling a room and also tend to eliminate stratification in a heating season.

The zoning of both heating and ventilation according to exposures, rather than wings and sections of schoolhouses has been found desirable.

There should be a handbook on heating and ventilation for custodians, teachers, and school administrators.

A Final Help by Contractor

My last contribution is as follows: Before final approval of the building and final payment is made to the contractor it should be the duty of the architect to make sure that the contractor has supplied the custodian or building superintendent (or person appointed by the board of education) with the necessary information and charts as well as to school him in the theory of ventilation and operation of equipment. The contractor should supervise the operation by the custodian (or a person appointed by the board of education) for a period of not less than two weeks; and the architect should ascertain that the equipment is functioning as it was designed to function. During the first year of operation the contractor, upon the request of the State Commissioner of Education or the State Department should furnish tests to prove that his equipment provides the conditions set up in the state regulations and the building specifications.

Thus as a schoolman I am more interested in maintaining conditions conducive to health and comfort in the classroom than in any particular type of ventilation. In some areas these conditions may be brought about by means of window ventilation, and in other areas by unit or central systems. Some school buildings will require elaborate cleaning systems and others located in the country may enjoy the purest of air. Each area should be thoroughly studied to determine the proper type and then once installed it should be maintained and operated.

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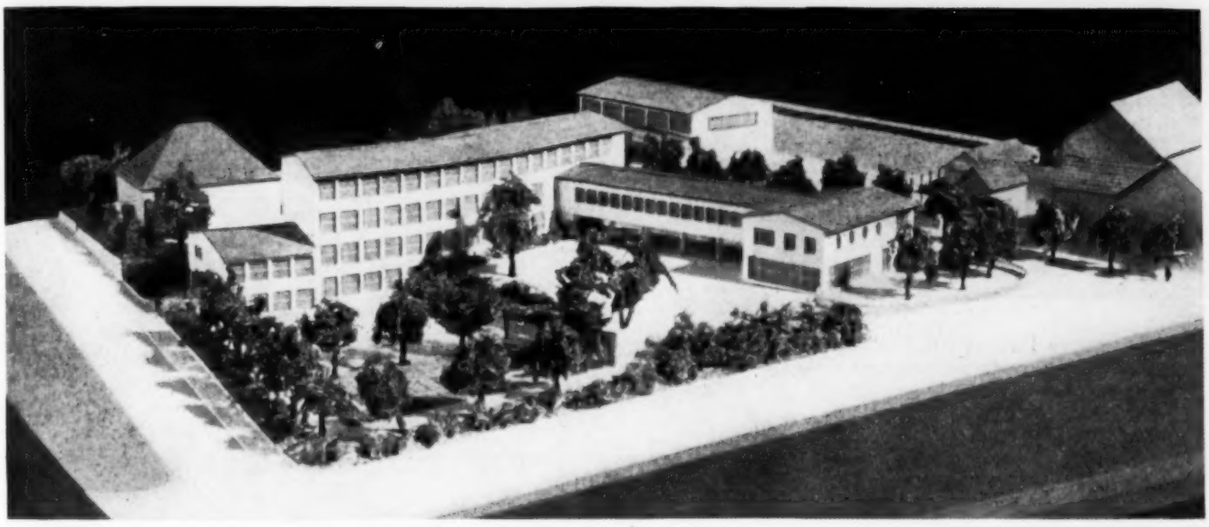
BOGOTA ADOPTS REVISED SALARY POLICY

The board of education of Bogota, N. J., has adopted a single-salary policy for 1947–48, offering the same salaries to all teachers regardless of grade or subject, and new maximum salaries based on experience and training. The maximum salaries have been raised for teachers with less than four years' training from $2,600 to $3,300; for those with a bachelor's degree from $3,200 to $3,900; and for those with a master's degree from $3,400 to $4,200. Instead of 19 years formerly required to reach the maximum, the time now is 15 years. Teachers in the system 15 years or longer will be paid increments sufficiently large to enable them to reach the maximum in one to four years.

In order to be eligible for increments, a teacher must be judged completely satisfactory by the supervising principal and building principal.

New teachers will be credited with 40 per cent of their previous experience, not exceeding ten years' credit.

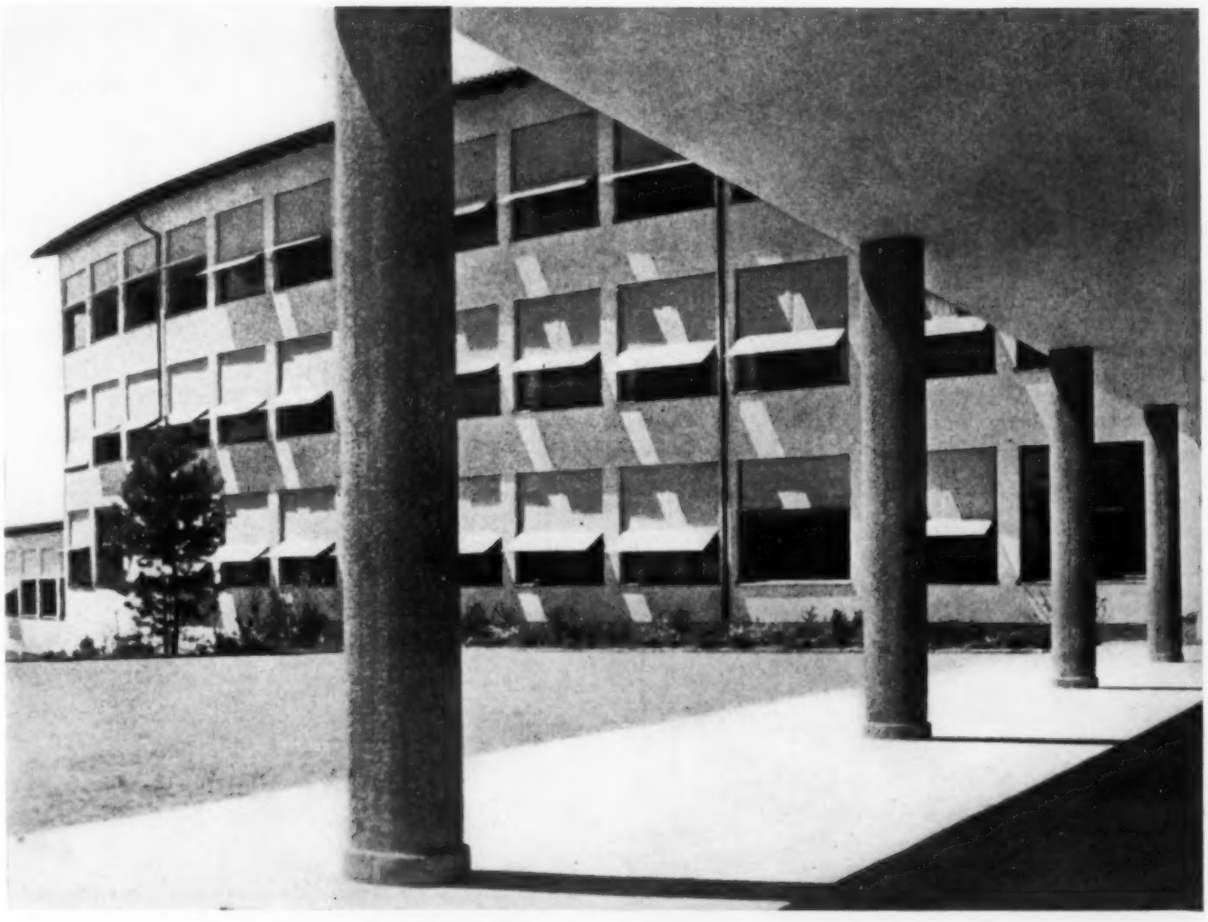
The maximum salaries for principals are: high school vice-principal, $200 over the regular maximum; teaching principals, $200 over the regular maximum. Athletic director, $100; football coach, $200; basketball coach, $200; baseball, $150; assistants, $50 to $75.



Architect's Model

Elementary School Building, Fluntern, Zurich, Switzerland

Walter Niehus, Architect, Zurich

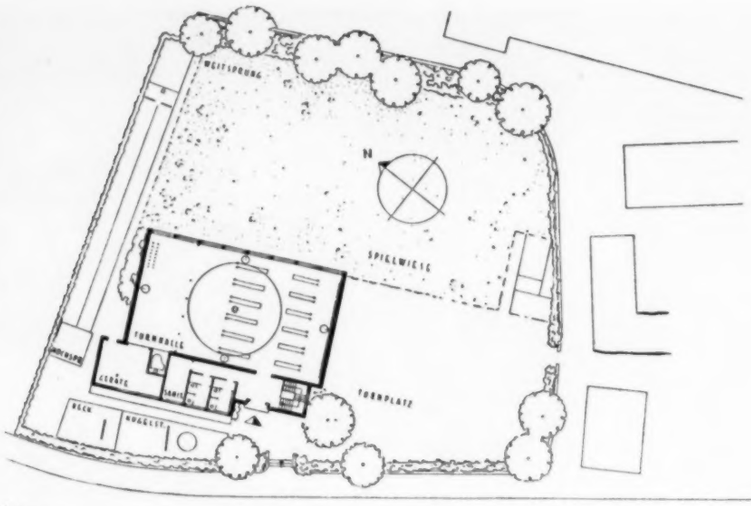


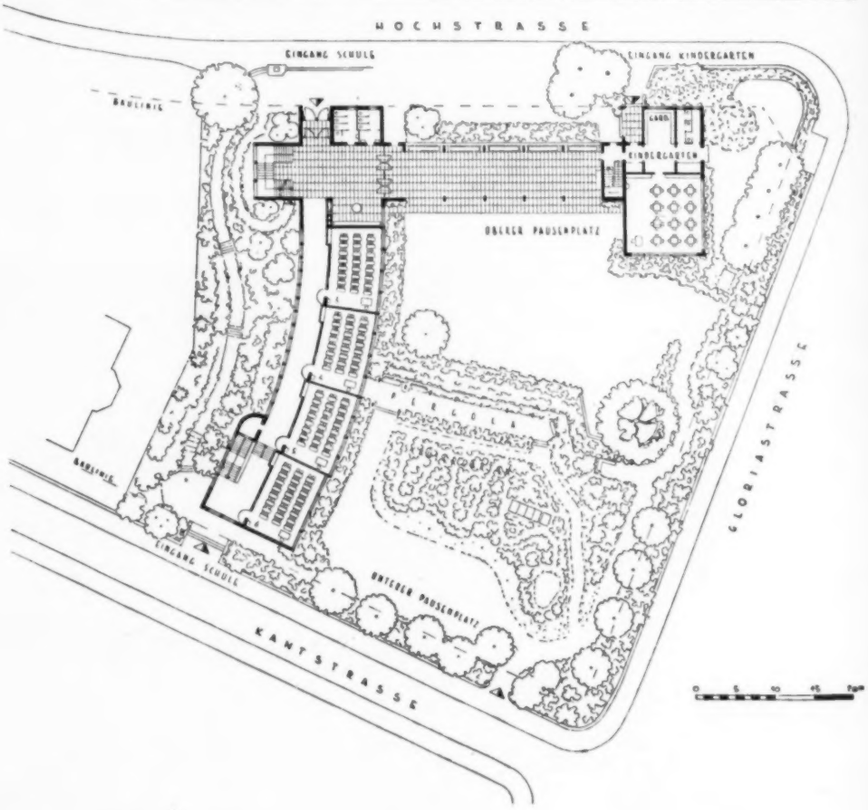
The Classroom Wing as seen from the open playroom.

(Above) Entrance Hall, with drinking fountain. The figure is an original bronze.

(Right top) Plan of the gymnasium, with the open-air space for physical education (Turnplatz) and playground (Spielwiese).

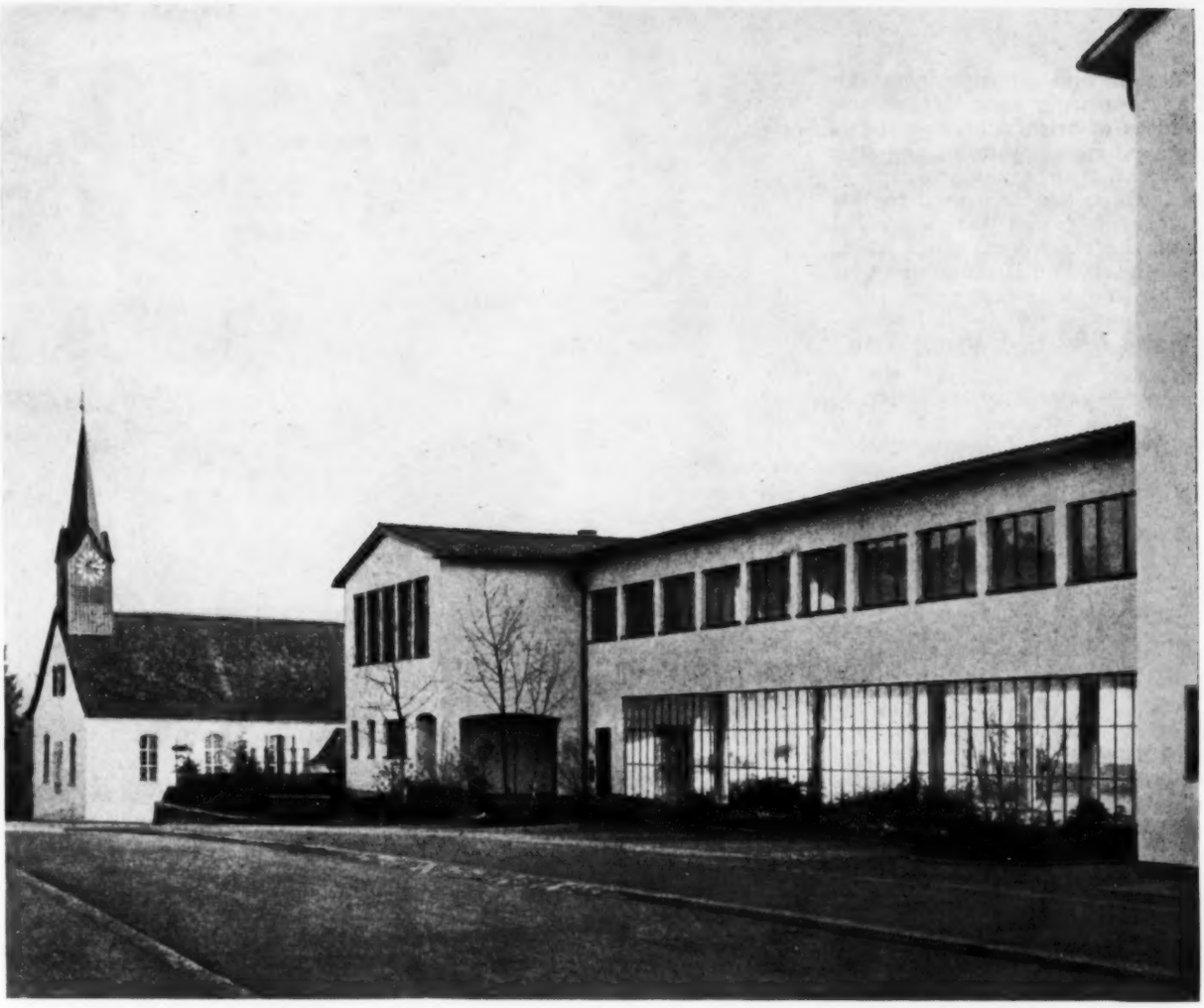
(Right) First Floor of the School Building. At left, the classroom wing; middle, the entrance hall, toilets, and open-side playroom; at right, the kindergarten. The recess playground is divided into an upper (oberer) and lower (unterer) area because of the slope of the site.



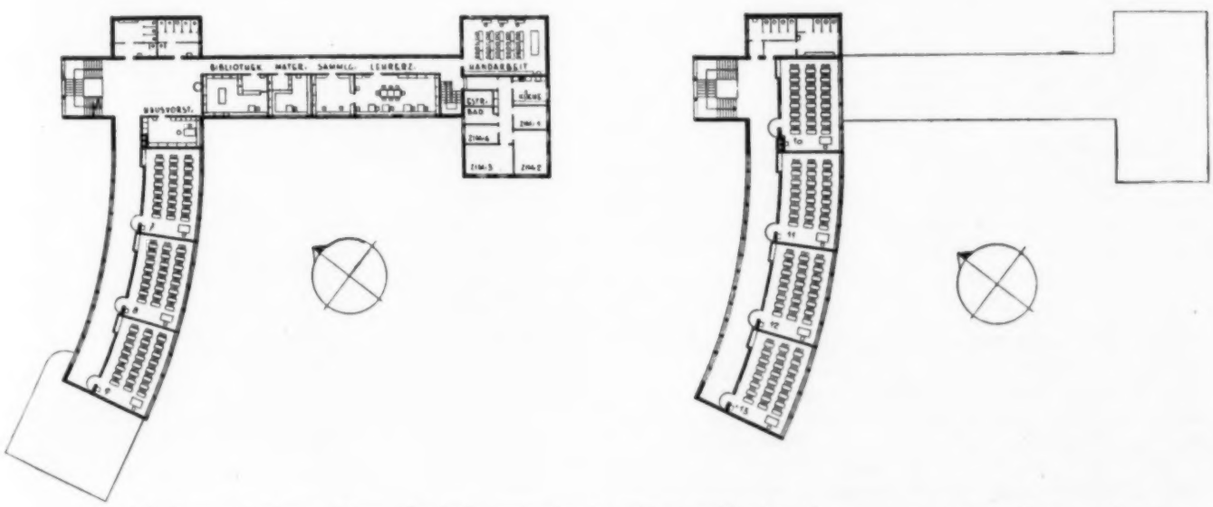


The building is planned to serve an elementary school organization. The construction is re-enforced concrete, with colored tile roofs, and wood-frame windows in the classrooms. Corridor floors are terrazzo. Classroom ceilings have acoustic-tile borders. Interior trim of fine native woods is finished with clear lacquer.

← (Left) The open-side playroom, showing the glass windbreak on the street side, and looking toward the entrance and stair hall.



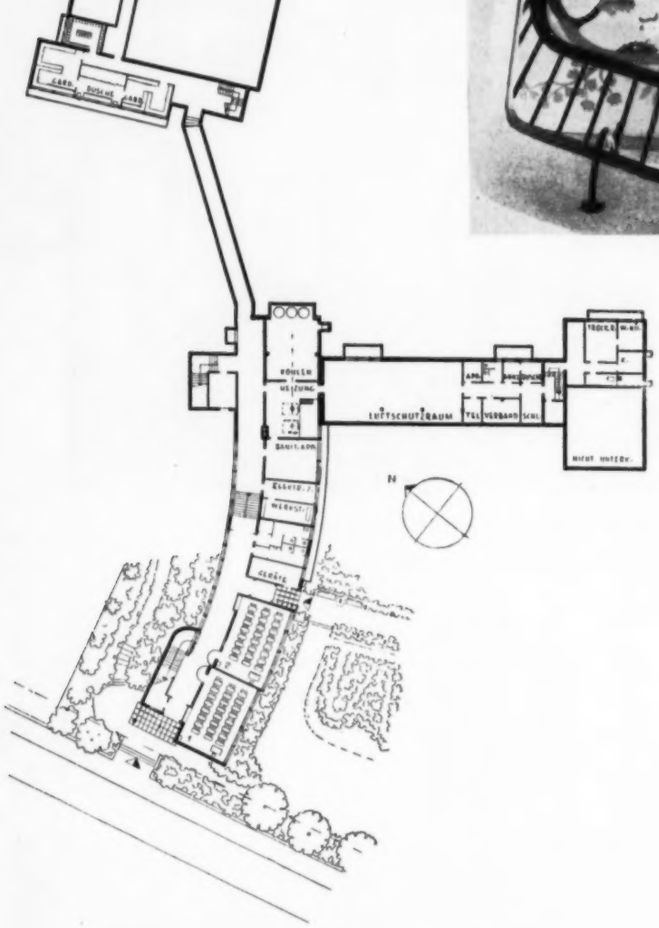
Highway Front, Elementary School, Fluntern, Zurich, Switzerland.
The clear glass of the recess play hall permits a full view of the playground from the street.



(Left) Second Floor Plan. At left, principal's office and the classrooms; connecting section, library, teaching materials, and teachers' room; at right, sewing room and principal's apartment. (Right) Third Floor Plan. All the classrooms in the building face southeast.

In design and arrangement, this building represents some of the best Swiss ideas of orientation, relation of instructional rooms, corridor and stair arrangement. The irregular shape of the site, which has been used to best advantage, suggested the long, flat curve of the classroom wing, which faces southeast, and is removed so far as possible from the street noises. Illustrations, Courtesy of Swiss Information Service, New York, from "Werk."

The ceiling of the main stair-well is painted in brilliant colors and is in harmony with the architectural design.



The Basement Plan. At top, the basement of the gymnasium with the lower (Dusche) and dressing rooms. The tunnel leading to the main building runs under the street. The coal room (Kohlen), boiler rooms (Heizung), ventilating apparatus (Luftschutzraum), laundry (Trocken und Waescheraum), janitor's room, etc., occupy the basement space. The two classrooms at the lower left are above grade.

The wall drinking fountain in the playroom is ornamented with playing bears in brown and tan majolica.

The Task of Public Education in a "New World"

Edward A. Fitzpatrick, Ph.D.

I

The American Association of School Administrators is undoubtedly the most influential group in the public school field, hence anything it sponsors should be studied because of its representative character and its indication of new educational trends. Its most significant publication is the "Yearbook," of which the twenty-fifth is *Schools for a New World.*

The preparation of these yearbooks is assigned to groups of well-known educators selected because of their interest or competence or contributions to the particular subject of each yearbook. These persons constitute the Commission[1] on the Yearbook, and its production is a co-operative enterprise of these workers with others who may be called in, particularly the staff members of the Association.

This twenty-fifth yearbook on *Schools for a New World* is a well-written, well-printed, well-illustrated, neatly bound book of 286 pages.

The Committee was asked to tell us, i.e., the Association and hence the administrators and teachers of America — *What is required of American schools in the postwar years?*

The Commission in its "Foreword" points out the success of education in improving material well-being, and its demonstrative power in shaping the aspirations and purposes of a people in the fanatical acceptance of a totalitarian ideal. But the issue for America is thus stated:

> That it (education) can be an instrument of sufficient power in our free society to enable our nation to achieve the social equality, the economic justice and harmony, the worthy use of technical knowledge, and the world-mindedness that the security of the nation in this age requires, *has still to be demonstrated* (*p. 6*).

The "Yearbook" makes its contributions to the acceptance of this challenge:

1. By stating the basic problems and issues which face our society.
2. By indicating the potentiality of public education as a chief instrumentality in the successful resolving of these issues.
3. By giving direction to curriculum makers: (*a*) by suggesting the central purpose of public education in this new age and the schools' critical functions; (*b*) by describing the nature of the pupil personnel to be guided and prepared; (*c*) by pointing out the vital areas of education which must be further developed; (*d*) by discussing the psychological considerations and the principles of social organization and action essential to economy of effort and fruitful procedure; and (*e*) by reporting unique developments illustrative of procedures which hold promise.
4. By showing public education in action in desirable directions in small, medium-sized, and large communities and on the state level.
5. By suggesting criteria for the evaluation of the program of education in any community (*p. 6*).

[1]Claude V. Courter, Supt. of Schools, Cincinnati, Ohio, chairman, Herbert R. Bruner, Supt. of Schools, Oklahoma City, Okla., Harold F. Clark, etc.

There are two things of fundamental interest in this report: (1) the statement of the central purposes of public education in the new age and (2) the purpose and character of the community schools proposed in the report. In this article we deal with the first question: "The Task of Public Education in a New World." In a later article we hope to deal with the "Community Schools."

II

In discussing the central problem of education in the "new world," there are difficulties in the report of confused thinking and of a changing vocabulary. Our main problem is to disentangle the main propositions from various other propositions that are left unsettled. The issues develop in the new world out of the new power made available by the fission of the atom, and its use for man's weal or woe. This creates a kind of thinking called crises thinking; i.e., the crises justifies anything. Let us note the varieties of crises:

> As crisis succeeds crisis today, more and more our citizens are turning their attention to their schools (*p. 5*).
>
> The real crisis of the age is not that man may be blown off the face of the earth. The real tragedy is that all he sees in the atomic bomb and atomic power is danger to his physical existence (*p. 12*).

The real crisis facing mankind is a moral crisis, i.e., to use nuclear power for the good of mankind. A moral crisis is upon us because of our expansion of enough power to help all mankind. The real world crisis is a crisis of opportunity.

> The real crisis in the world today is whether we can educate the *mass of the people*[2] to act *voluntarily* in such ways that America can operate its economy at a high level and still keep freedom of choice and opportunity for everyone.
>
> All earlier societies had a permanent crisis of low production. That still remains the fundamental problem over most of the world (*p. 19*).

Continuing this discussion we read:

> The underlying crisis is primarily moral. Can the owners of property, the managers of business, and the controllers of labor *first* be given sufficient knowledge and, *second*, can they develop sufficient *moral responsibility to act in the people's interest?*[2] That sufficient knowledge exists to deal reasonably well with the problem can be accepted. It is still an open question whether anyone knows how to pass on a sufficient amount of this information to the *mass of the people.*[2] It is even more a problem whether anyone knows how to develop farsighted views and the restraint necessary on the part of each group.
>
> From another standpoint the crisis is a crisis of freedom (*p. 20*).

III

In this situation the task of public education, according to the report, is to make the unavoidable choice between the "primacy of the individual and the society of which he is a part" (*p. 43*). This problem is raised, by "Science" which threatens us with annihilation, and the "machine" which threatens millions with serfdom. *This decision must be made in favor of society.* We can avoid annihilation from serfdom we are told only by the alternative of bringing about by a dynamic program of education (1) social and economic equality [it is not clear what that means], (2) the supremacy of the general welfare, (3) the creating of an economic, literate, and co-operative citizenry; the social control necessary to an economy of abundance, full production, and a continuing employment (*p. 43*).

One cannot go far in this report without realizing the dominance of the economic, in spite of many sentences scattered throughout the report which indicate more humanistic and spiritual views, but these are not integrally related to the central interest, and there is sufficient evidence and emphasis that they were not supposed to be.

[2]Italics ours.

IV

Before discussing the functions of schools it may be interesting to note the picture of our schools today. It is not a bright nor an inspiring picture though the authors do have hope particularly "if the number of teachers now serving American schools should be doubled and the sums now appropriated should be trebled" (*p. 8*). In any case, the picture of the contemporary schools is the necessary basis for the building of the schools for a new world. On the very first page of the report we find the first statement. After expressing the fact that "America has long had a deep faith in education" and that "crisis has succeeded crisis" — a much abused and overworked word in this report — we read:

> Schoolrooms are crowded; buildings are run down, teachers are underpaid; the shortage of qualified teachers is acute; and equipment is often obsolete and meager (*p. 5*).

This dismal picture is in part explained as the toll of ten years of depression and four years of war.

More sweeping and more significant are the criticisms of underlying purposes, objectives, and values of public education in the past: It is the opinion of the authors of this report that "few educators" would answer the following questions in the affirmative:

> Are the old values upon which public education has pinned its faith now the primary values? Are its former objectives still satisfactory, of sufficient scope, of sound ultimate worth? Is it the powerful instrument of social integration which is now the necessity of our society? Does it have the singleness of purpose, the dynamic, and the clear understanding and acceptance of its critical functions the "new occasion" requires? Do its present purposes reflect truly the real underlying needs of our society? (*p. 39*).

In terms of the main emphasis in this Report the public schools have failed; i.e., in

their community and social function. While there are numbers of statements to the contrary this is the primary or basic function of the school in the opinion of the authors. The report says:

> The American school in all types of community — rural, town, and large city — has generally failed to function effectively for the improvement of the level of community life. It has too long restricted its efforts to objectives which are not concerned with the vital needs and problems of day-to-day living, on the local, national, and international levels. It has failed to capitalize the motivating reality and vitality of such problems in stimulating the well-rounded growth of pupils. It has, with certain notable exceptions, been slow to join forces with recognized agencies and groups in developing a more wholesome community environment for all (*p. 226*).

There are some more specific neglects or failures; things that stand in the way of the ultimate competence of the schools to deal with economic and social issues, namely: (1) prejudice-ridden teachers, (2) the avoidance in the classroom of controversial economic issues, (3) academic method of teaching citizenship, (4) restricting educational activities to the school building and the school grounds, (5) undemocratic procedures in the classroom, and (6) undemocratic administration (*pp. 62–63*).

The long standing fundamental problem of public education in our society, and its great need is a focal point of reference, or more specifically a "dynamic central purpose," a "clearly conceived, commonly accepted goal." The lack of such a purpose or goal says the report has robbed public education of its full strength. Schools have followed, seldom led; have responded to pressures, rarely anticipated them; lived in the past rather than the future, and have been shocked by the academic tradition.

IV

This need for a dynamic central purpose is the "more acute when the basic issues of our society are the *ends* to be served. When the issue is," as it is in this report, "the power of our educational system so to shape the attitudes, aspirations, and abilities of our people that atomic power may be a boon to our civilization and culture, not the instrument of its destruction, the establishment of its central purpose, to the realization of which all educational effort is consciously made, becomes a necessity" (*p. 41*).

V

In the present situation, what is the task of public education? This we will need to know as a basis for a discussion of the discovery of the central purpose of the school. This must be viewed against the background problems of the society. "The problem of our society . . . in reality is the establishing generally in our free society of the right relationship between the individual and the society of which he is a part" (*p. 42*). This is the social problem in every age. It is not new, as the report notes, it only seems new and the barriers are the same but reach further. May we say in anticipation that the answer given in this report is not the age-old answer, but the new totalitarian answer of the state and community functions as ends, the primacy of the social over the individual, and the merging of individual lives in the supreme entity of purpose and being that is the ultimate goal. This is the answer in spite of much lip service to democracy, to freedom, to liberty, to the individual.

The "unavoidable choice is between the primacy of the individual and the society of which he is a part" (*p. 43*). "This issue," is seen in this report as "basically the economic issue brought sharply to the fore by the fission of the atom." In the final analysis this issue while retaining *as much freedom as possible* in the free enterprise economy "*must give unreserved priority to the unity and well-being of our society as a whole*" (*p. 43*). It is in this connection that the Hegelian phrase is used that the "individual lives merge in the supreme entity of purpose and being that in itself is the ultimate goal" (*p. 43*). Would not Hitler or Mussolini or even Stalin be perfectly willing to accept this statement as the objective of the Nazi, the Fascist, or the Communist educational system. And if you have any doubt, here is the statement that follows:

> This means, inevitably, a vast stepping up of the functions of government on all levels; it means a vastly increased emphasis in our schools upon education for civic and economic understanding and competence; it means a fundamental shift in emphasis throughout our whole educational program, from helping to educate the individual in his own right to become a valuable member of society, to the preparation of the individual for the realization of his best self in the higher loyalty of serving the basic ideals and aims of our society (*pp. 43–44*).

We cannot help reiterating this statement of a new doctrine from the American point of view that the emphasis in education must be changed from helping to educate the individual in *his own right* to the realization of his best self in the *higher loyalty* of serving the basic ideals and aims of society. *Heil Hitler!* The individual as a member of society is to be motivated by a community loyalty, the improvement of our society and the forewarding of our purpose. He must be one "who can *voluntarily put community before self*" (*p. 44*).

We are told: "If our civilization endures, it will be because community becomes a primary and an *ultimate functional entity — an end in itself*" (*p. 44*). And, as the report continues, "the ultimate community is, of course, the world community" (*p. 44*). This indicates another general character of the report, its internationalist character as well as its fundamental economic and materialist point of view, though it speaks in one place without elaboration about "the eternal values."

There are two significant "realities" today according to the report that have educational implications: (1) technology plus illimitable power and (2) evaluation or conflict of ideologies. Though the argument is not fully stated, the educational corrective to the first — and the second for that matter — is world-mindedness. Our boundaries are no longer the oceans, Canada and Mexico. The serious weakness in our community and national life must be corrected. However, we must maintain our ideals for the individual. The task is to achieve our ideal in America so as to influence the world. What are the ideals? They are: to grant rights to all minority groups, to improve standards of living for economically underprivileged, to resolve economic troubles by arbitration, being good neighbors, "undergirding this function, in reality embracing it, is the necessity of strengthening, improving, and unifying American life" (*p. 46*).

The other reality is the conflict of ideologies. And one wonders here what words mean, and whether they should not have had on this Commission someone interested in an elementary way, at least, in semantics. For obviously the very conclusion of the report which must inevitably be drawn in spite of much vestigial statements of an old view is not the conclusion the Committee would have you draw. Thus is hell paved with good intentions. "The one world civilization which is inevitable in the unforeseeable future" (*p. 46*) is going to be determined by either the moral force of an ideology or by the force of ruthless power. We do not here raise the point that these are not the alternatives for both Hitler and Russia believed that America could be conquered ideologically in the infiltration of their theology, without military force. However, the conflict that the report sees is this conflict between force and an "ideology of human worth, of human freedom as a God-given right — only reference I recall to God in the report — and of brotherhood," (*p. 46*). The issue is later stated more accurately to be a conflict of ideologies.

> Within one year of America's victory in the Pacific, one supreme fact stood clearly revealed. For a generation, at least, the world's masses would respond to the impact of two very different ideologies and live within two very distinct spheres of influence: the one, the ideology and freedom-loving influence of the Western democracies; the other, the social philosophy and totalitarian controls of the Soviet Union. These influences now meet in Asia, Africa, and Europe. In these areas the underprivileged peoples of the world, more than a billion strong, will choose within the life time of today's school children an ultimate way of life. History awaits this great decision and the means of its fulfillment. Will these influences, each tempered by the existing cultures, merge in these critical areas? (*p. 47*).

One cannot help continuing to wonder at a Commission that is so naïve and so unreflective as to have taken over completely the basic concept of totalitarism — the sacrifice of the individual to the altar of the State, and even of a remote World-State — and then to state the problem of the age in such language as has just been quoted.

VI

The end, the purpose of all *democratic* education is a kind of individual, a quality of individual life. The end, the purpose of all Christian education is a kind of individual, a quality of individual life. The end of *totalitarian* education is a kind of state, a kind of social order, and the individual is the means or instrument of this social order and of the

(Concluded on page 72)

A Needed Summer Job —

The Treatment of Wooden Floors

Dave E. Smalley[1]

It is probable that wooden floors predominate to a greater extent in schools than in any other class of large buildings. At the same time, it is practically certain that no other type of floor calls for such an extensive method of treatment. To be sure, many wooden floors are not treated at all and many more are simply coated once or twice a year with oil, but such floors do not give even the maximum of utilitarian value, let alone the equally important phases of sanitation, efficiency of maintenance, and appearance. No other type of floor so glaringly reflects neglect, creates such a health and fire hazard, becomes so difficult to sweep or looks so unsightly.

Since most schools make use of the summer vacation period to do over the floors, now is a good time to be thinking about the renovation of classroom and corridor wooden floors. The purpose of this article is to tell, as briefly as possible, the best accepted methods for doing the work.

The old-time maintenance man may find little or nothing new in the following, except a few helpful reminders. It is to be kept in mind that many new people are now working in the maintenance field, and these have some things to learn.

The library is a showplace of the school and its floor, therefore, deserves the best possible care.

Resanding Wooden Floors

Because it is the first step in the complete renovation of wooden floors, we begin with sanding. Floors will not survive many successive sandings which gradually grind them away, but very rough, stained floors and floors with a badly marred sealer or paint often require grinding down to a new, clean surface. Only experienced operators with drum type sanders should attempt this work. Amateurs are likely to leave a series of "hills" and "valleys" which are intensified by the subsequent coats of sealer.

When the floor has been sanded and the dust removed, it is ready for the sealer. A vacuum cleaner is best for removing the sanding dust, but a "tack" mop is also fairly effective. A "tack" mop is made by dipping an ordinary dust mop into a mixture of 10 per cent sealer and 90 per cent naphtha (or turpentine). After dipping the mop into this mixture, let it set for a few hours, or until it is only slightly "tacky." It is then ready for use.

Sealing Wooden School Floors

The type of sealer to use and the method of using it depends upon the result which is wanted. If only utilitarian results are sought, if it is wished to avoid a surface film and to get only floor protection, sanitation, and ease of maintenance, a penetrating sealer should be used. This type of sealer contains less solids than the regular finishes and is more penetrating. It is designed for filling the pores of a porous floor, giving a hard, impervius surface without the attractive gloss of the finish sealers. It serves no special purpose on nonporous surfaces.

First, it is applied liberally with a short strand cotton mop or lamb's-wool applicator. It is allowed to stand for twenty to thirty minutes, and then the surplus is wiped off with old rags. It is allowed then to dry for 8 to 12 hours, after which it should be smoothed down with steel wool under a floor machine. Failure to dress down, this finish will make maintenance more difficult, since the brooms or dust mops will have a tendency to drag over the surface.

In some cases, a second coat of penetrating sealer is needed, in which event the original procedure is repeated. Also, sometimes, a penetrating sealer is used to precede the regular sealer, though no particular advantage is gained thereby. Perhaps, I should add that that is a matter of opinion.

If the more complete finish obtained by a regular sealer is wanted, it is applied in much the same way as the penetrating sealer, except that it is used less freely and is rubbed out more completely. Nor is any surplus to be removed with rags. It is allowed to dry as applied. A really good, durable sealer will require from 8 to 12 hours for drying — sometimes longer in humid weather or in poorly ventilated rooms. Quick drying sealers lack pliability and toughness. They soon break down and wear off.

For best results, steel wool each coat of sealer when it is dry. This insures a better bond for the succeeding coat, and in the case of the last coat, steel wooling gives a richer glow and makes sweeping and dusting much easier. Also, the high glossy surface of even the best sealer is relatively short lived. It wears off gradually in lanes of traffic, under desks, etc. Therefore, it is advisable to remove it uniformly in the beginning. The high gloss which is lost thereby is easily restored with a coating of floor wax with even added richness. The wax will wear off, too, but it is easily replaced.

In applying either penetrating or regular sealer to a freshly sanded floor be careful about spilling the sealer. Even a soaked mop allowed to stand in one place or a dripping sealer pail will leave blemishes which cannot be removed.

Waxing Wooden Floors

A wooden floor does not require sealing before using a solvent type floor wax — the kind that must be buffed to produce a polish. But none of the water waxes, the self-polishing type, can be used satisfactorily on an unsealed wooden floor. The water in the wax raises the grain while the wax itself sinks into the pores.

A newly sanded floor can be treated with a good solvent-type wax from the beginning, and successive applications over a period of time will eventually build up a rich, beautiful finish, one that will never need removal by

[1]Editor, Floor Craft, Brazil, Ind.

sanding, or any other process. Many of the fine old buildings of Europe owe much of their interior beauty to their waxed floors, the result of centuries of waxing.

But since the process of building up a permanent wax supersurface is a very prolonged one, it is not popular in our fast moving America. We want to attain a century's results in a few hours. Therefore, we must seal our wooden floors before we wax them, and after they have been sealed, we can use either the solvent type waxes or the self-polishing water waxes.

As to which is the better type of wax, there is a division of opinion, but most technically informed men give the solvent type the advantage. Because it consists of unaltered waxes (and sometimes varnish gums) it seems to give greater resistance to wear. It is also less likely to be slippery. On the other hand, the water waxes, in order to keep the insoluble waxes in suspension, must depend upon a chemical alteration of the waxes. Each particle of wax is surrounded by a soaplike film to prevent the particles from combining and precipitating. This soaplike film serves no purpose in the structure of the product beyond expediency, and adds a small portion of otherwise useless (perhaps detrimental) ingredient. Nevertheless, the water waxes have gained overwhelming popularity and if made correctly and with the best materials are thoroughly dependable.

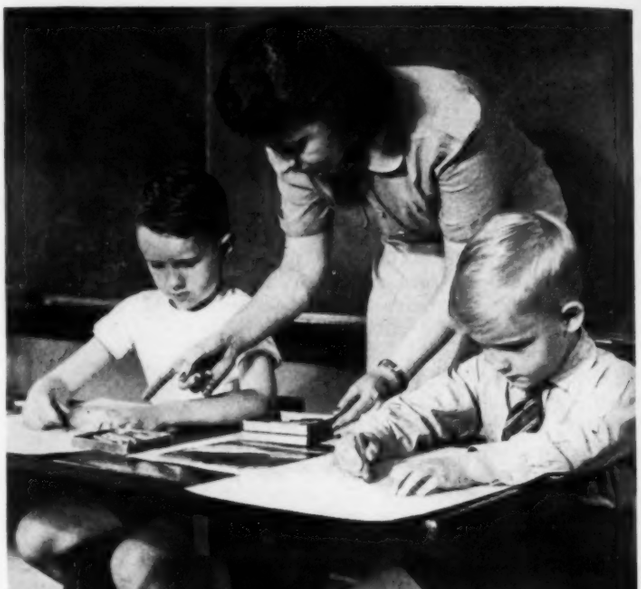
When Floor Is Not Resanded

In the foregoing we have discussed the treatment of floors which have been resanded. Most schools will not resand their floors during the summer renovation period, but will simply "do them over."

If the floors have been waxed, the first step is to remove the old wax. Where no resealing is to be done, soap and water will usually serve. This process will not remove all the old wax, but it will give a reasonably clean surface for fresh applications of wax.

However, if the floor is to be resealed, every trace of the old wax must be removed or the sealer will not adhere satisfactorily. Also wax on the floor will greatly prolong the drying time of the sealer, sometimes for weeks.

While there are specially made "wax strippers" they do not always verify their claims. Be sure to use a good one. A pretty sure way to remove old floor wax (especially water wax which is harder to remove) is to sprinkle powdered pumice stone over a soapy area and scrub. Several of the advertised abrasive cleaners also serve very well. The soap content of the cleaner softens the wax film and the abrasive loosens it.



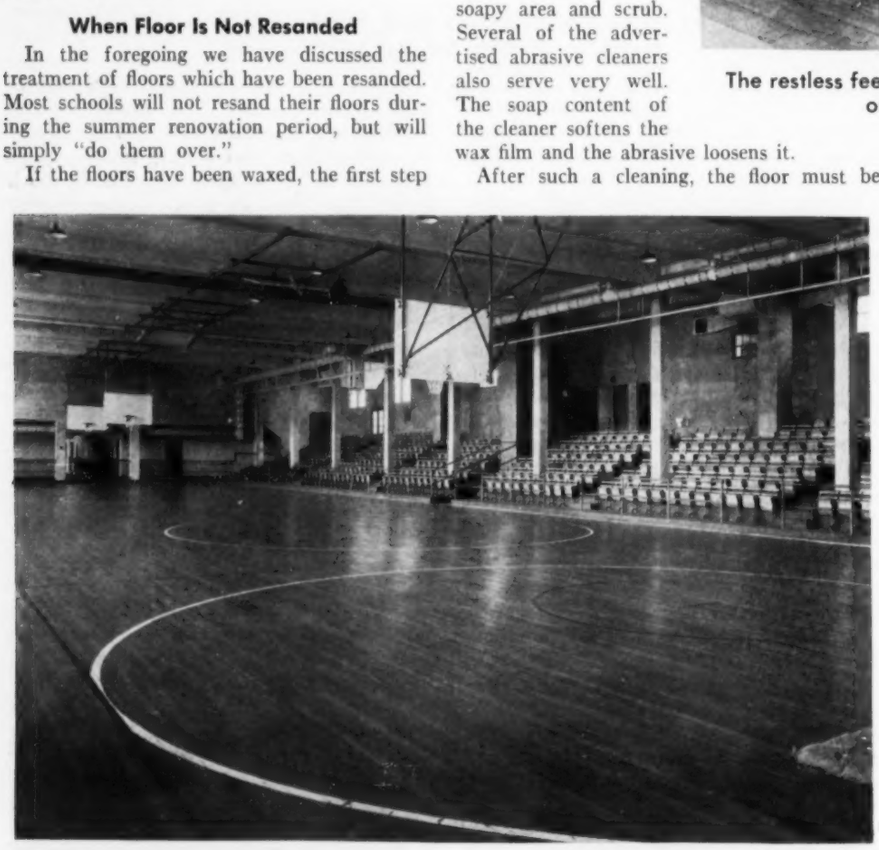
The restless feet of children provide heavy wear and tear on wooden schoolroom floors.

After such a cleaning, the floor must be rinsed well to remove the residue of the abrasive. Let the floor dry completely and go over it with medium grade steel wool under a floor machine. The steel wooling is not essential, but it will lay the raised grain on the worn places and give a better surface for the sealer.

If there are badly worn places, touch these up with the sealer, "feathering" out the edges of the patches to avoid overlaps. This is not at all difficult to do, and failure to do it will leave noticeable spots on the floor, regardless of the number of applications of sealer.

By skillful patching in advance of the first full coating, worn places are often eliminated, sometimes making it unnecessary to sand even a badly worn floor.

The process of sealing, after patching, is exactly the same as described earlier in this article, though several hours should be allowed for the patches to dry. Gymnasium floors can frequently be repaired by the same method.



The attractiveness as well as the usefulness of a gymnasium floor is best insured by constant attention and frequent refinishing.

Treatment of Oil-Soaked Floors

Oil-soaked wooden floors can be reclaimed, sealed, and waxed. Even those saturated with oil for many years. The old oil is removed by a series of scrubbings with regular oil solvent preparations or with trisodium phosphate. Simply wet a limited area at a time — not more than 10 feet square. Sprinkle on the alkaline powder freely, stirring it about until

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School Finance Progress —

Utah Extends School Equalization

Roald F. Campbell [1]

State aid in Utah has developed from a meager per capita arrangement to a liberal equalization program. Income from school lands was the first state aid of any consequence. In 1911, the High School Fund was established by the imposition of a state-wide property tax, and the money was distributed on the basis of the number of high school students attending school. State aid was increased substantially in 1921, with the establishment of the State District School Fund by which approximately $25 per census child was allocated to each school district. These early funds provided for state aid to be distributed on a per capita basis.

In 1931, the Equalization Fund was established, but it did not become fully effective until 1935. In 1939, the Uniform School Fund, in reality a second equalization fund and absorbing the old School Land Fund, was enacted into law. These later funds employed the equalization principle and distributed state aid on a basis of need.

From 1939 to 1943, the four state funds referred to above totaled 4 to 5 million dollars per year, and represented about 40 per cent of the annual operating cost of the schools of the State. In 1943, declining dollar values forced an appropriation of 1.33 million dollars per year from the general fund as additional state aid for schools. This general appropriation was increased in 1945 to 2.33 million dollars a year. Thus, during 1945–46, and again in 1946–47, state aid for general purposes exceeded 7 million dollars, and has constituted almost 50 per cent of the annual operating cost of the schools of the State.

The necessity of going to the general fund for revenues to supplement the regularly established state school funds made revision of the state aid program a necessity. In November, 1946, two constitutional amendments making this revision possible were submitted to the people. One of these amendments proposed that 100 per cent (an increase from 75 per cent) of the taxes received on income and intangible property "shall be allocated to the support of the public school system." The other amendment proposed that the constitutional provisions regarding the High School Fund, the State District School Fund, and the Equalization Fund should be eliminated. In place of these provisions, the legislature was to establish a minimum school program and the state was to contribute not more than 75 per cent of the total cost of the operation of such a program, not more than 75 per cent of the revenue for which was to come from a state-wide property tax. These amendments passed by majorities of five to one.

The way was thus clear for the 1947 legislature to make substantial increases in state aid provisions. Legislation was recently passed, establishing a minimum program of $3,300 per classroom unit, plus $675,000 for transportation. A classroom unit was defined as thirty pupils in average daily attendance. Pupils in grades 7 to 12, if in a regularly organized secondary school, are to receive a weighting of 1.5. Kindergarten pupils are to receive a weighting of .6. There is also a differential provision for one- and two-room schools, and for other small schools which have consolidated as far as the state department of education thinks advisable. Each district is allowed one classroom unit for a full-time professional nonteaching person, and one-half unit for each additional such person. One-third classroom unit is allowed for each teacher of vocational agriculture and vocational home economics employed for 14 weeks beyond the regular school term.

This legislation will provide for approximately 5400 classroom units. At $3,300 per unit, plus transportation, the minimum school program for next year will amount to approximately 18.5 million dollars. Of this amount, approximately 6.5 million dollars will be obtained by the imposition of a uniform base local levy of from eight to ten mills. The remaining 12 million dollars will be raised by revenues accruing from school lands, from the income tax, and from a state-wide property tax of 11 or 12 mills.

Recent legislation also grants local leeway to districts to exceed the minimum program. Districts are permitted to maintain programs costing not in excess of 30 per cent, or six mills, above the full computed cost of the minimum program. An additional leeway of 10 per cent is allowed for school-building purposes, and a further 10 per cent leeway is allowed provided it has been approved by vote of the electors of the district. A practical restriction on these local leeway provisions is the fact that local revenues are procurable by means of a property tax, a source which has been employed rather heavily in provisions for the state minimum program already described.

When compared to provisions for 1946–47, recent legislation represents several gains in state aid. First, all regular state funds will now be distributed on an equalization basis. During the period 1945–47, only about half of the state aid was so distributed, with the remainder on a per capita basis. Prior to 1943, about three fourths of the state aid was on a per capita basis.

The second gain is seen in the great increase of state aid. From 7 million dollars during 1946–47, state aid will be raised to a possible 12 million dollars for 1947–48, or an increase of 70 per cent. When contrasted with the period 1939 to 1943, the increase is 140 per cent.

The increase in the number of classroom units, due to several factors, represents the third gain. Definitions permitting additional units for regularly organized junior high schools, for kindergartens, for small schools, for vocational teachers, and for supervision, will increase the units from 4850 for the 1946–47 period to a possible 5400 for 1947–48.

A fourth gain is found in the simplification of the state aid plan. From 1939 to 1943, there were four state school funds, each with one to several sources of revenue, and each with a separate method of distribution. Under the new plan, there is one state fund. At present, there are three sources of revenue: the Uniform School Fund, largely revenues from school lands; the income tax revenues; and a state-wide property tax to provide the balance of revenues as needed. After each district makes a uniform base local levy, the new

(Concluded on page 70)

[1]Head, Department of Elementary Education, University of Utah, Salt Lake City.

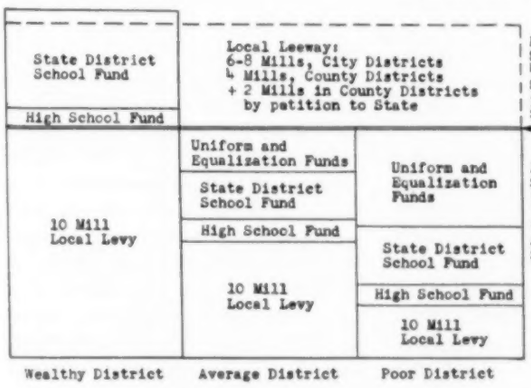


Fig. 1. The 1946–47 Utah plan of State Aid to schools.

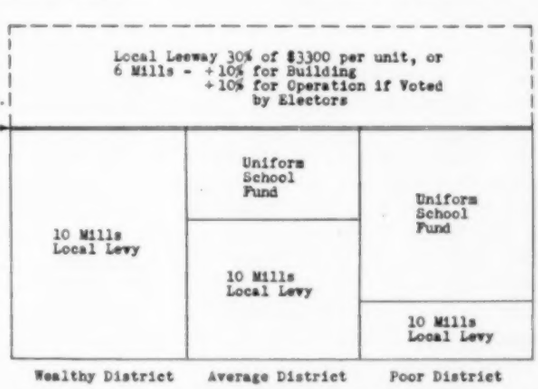


Fig. 2. The 1947–48 Utah plan of State Aid to schools.

The American
School Board Journal
A Monthly Periodical of School Administration
Edited by
Wm. Geo. Bruce and Wm. C. Bruce

THE CHICAGO SUPERINTENDENCY

THE Illinois state legislature has in the final stages of enactment a bill under which the Chicago school system will have a single chief executive — the superintendent of schools. The board's business manager, the superintendent of buildings, and the attorney will lose their authority as co-ordinate and independent executives and will report to the board through the office of the superintendent. The new law is the culmination of a fight begun by Supt. E. G. Cooley about the turn of the century and carried on ever since by educator groups and civic organizations.

The Chicago superintendency has been one of the most difficult in the country. Every incumbent in the past fifty years has gone out of office a broken man, physically or professionally crushed by the burdens of the office and the pressures of selfish interests and political groups. At no time has the board of education been strong enough and free enough from interference by the city administration to build up policies of administration and a set of solid precedents that would adequately protect him in carrying on his work without a constant cross fire from politicians and pressure groups and harassment even from men and women in teaching and supervising positions. No superintendent has been able to carry on during a sufficient number of years to work out genuinely large plans for the schools and to develop an esprit de corps and a solid body of respect for himself and his office to make impossible petty sniping and destructive group criticism.

Chicago will shortly employ a new superintendent. The new legal authority which the incoming man will have will hardly make the office more secure or educationally effective unless two major changes take place. Assuming that the new superintendent will be an outstanding educator with the professional background, the personality, and the physical stamina needed for so important a job, there is little hope for his success, unless he has the backing of a competent board of education. Such a board must be made up of men and women who will resist political and group pressures and direct the administration of the schools with disregard for any influences except the welfare of the children and of the schools as an essential public service. To do a genuine job of this kind will require individuals who at least in a measure combine the qualifications which Dr. Edward C. Elliott demands for university trustees:

> Only forceful and forward-looking persons, representative of the best of the dynamic citizenship of their generation, should be eligible for membership — men and women who are recognized successes in their own fields of activity, who comprehend the meaning of other kinds of success than their own, who are not mastered by any narrow partisan group or by any political party, who are capable of regarding their trusteeship as the highest order of civic service, and, above all, who are able and willing to give freely an amount of time sufficient to enable them to know and to understand the immediate activities and the ultimate aspirations of the institutions of which they are a part.

The second change will probably develop if the board is of the quality just described. In brief it is wide support of the superintendent and of the board by the citizens and business organizations of the city and by all of the newspapers. If then Mayor Kenelly will insist that the politicians keep hands off, there will be some hope of a new era in Chicago school administration.

THE SCHOOL PURCHASING AGENT

WHAT kind of man should the school board employ as its purchasing man? A clerk who handles his office with main emphasis on records and forms, and who does what he is told without much regard to results? Or, a trimmer who has an eye on the desires of the politically minded board members and the selfish local businessmen who feel themselves "entitled" to the school business? Or, a genuine executive, who is a recognized factor in the top management of the school system, a well-balanced career man, not swayed from his duty by petty annoyances or political pressures?

The school purchasing man is an important individual; his selection deserves the careful attention of the school board. Given a man of college education and some business experience, at least three considerations must be looked for:

First, the school purchasing man must be education-minded. Unlike the commercial purchasing agent, he is not primarily concerned with obtaining the lowest price on the articles he buys in order that his firm in turn may reduce the price of the goods it sells or increase its own profits. Because the funds at the command of the school board are always limited, if not distinctly insufficient, the school purchasing man must seek to hold down the expenditures he makes, but the real purpose of all teaching materials, equipment, and furniture bought for the schools, is to improve the instructional service of the schools, to make the education of children effective. It is this educational purpose which must always provide the final test in the selection of any item. The purchasing man can hardly make effective this purpose of his job unless he is familiar with the educational philosophy of the schools he serves and has at least a passing knowledge of the teaching methods and some of the simpler aspects of classroom and laboratory routines. In most purchases the final responsibility for a choice rests on the superintendent of schools or on a supervisor or a teacher group, but there are always details which only a skillful purchasing agent can pass on. The school purchaser must, therefore, be education-minded. As one industrial purchaser has said, he cannot assume a merely defensive or resistive attitude; he must be dynamic, aggressive in his study of educational situations and needs, in his search for goods which satisfy these needs, and in his insistence on solving the buying problems of the schools for better educational service.

Second, the school purchasing man must have ability to lead and to organize. No amount of understanding of school needs, and no acquaintance with markets from which can be had the physical materials needed to implement the instructional program of the schools is of value unless the purchasing man can obtain the co-operation of the professional executives of the schools and the school board in buying what is needed, in getting agreement that a lower priced article — or a higher priced one — a new model of a machine, or a mechanism based on a new principle of operation, will best serve the schools and provide the ultimate economy of the best service at the lowest approximate cost. Leadership will also need to be directed toward buying in economic quantities, in preventing overstocking, in foreseeing and acting on future rises — or drops — in prices, in going out aggressively to find hard-to-buy articles, in convincing budgetary agencies that they provide adequate funds for school supplies and equipment.

Third, the school purchasing agent must be able to develop policies and methods of buying that are adjusted to changing business conditions and public interests. Many school offices are unpopular in the various industries that supply goods and services because of their unyielding adherence to ancient policies and their arrogant attitudes. The recent war developed many new purchasing techniques among the federal departments which produced prompt deliv-

eries of needed materials and manufactured goods, at reasonable prices and without excessive red tape. Army and navy procurement officers learned how to deal courteously and even graciously with hard-pressed manufacturers in a way that speeded production and delivery and fully maintained quality — all without excessive cost. And it seems possible for the school buyer to adapt some of the ideas which private business uses to insure a flow of needed materials through the cultivation of several sources of supply; through constant adjustment of standards of quality, size, packaging, and delivery to fit the local situation and to take advantage of standard commercial practices. In all such adjustments the public interest must come first, and it can do that very well if the whole spirit of the purchasing office tends to develop confidence, fair play, friendliness, and adjustability. Neither sharp buying nor harsh treatment of vendors ever helped a school purchasing man and/or his schools in the long run.

The school purchasing man is, in this year 1947, an increasingly important element in the administration of a city or county school system. The huge increases in salaries of teachers and other school employees have put a devastating strain on all school funds. Increases in costs of all goods and services, school supplies and equipment, building maintenance materials and what not have doubled, and in some cases trebled. All this is a challenge to the school purchaser to make his budget dollars go as far as possible. He must do a constructive job, wisely and well, to justify his employment.

CONVENTIONS

UNDER the significant title, "Through Words to Works," Kenneth K. Stowell writes in the *Architectural Record* concerning the convention of professional architects and designers:

"It is good to confer, good to convene. It is good to exchange ideas, to be exposed to the ideas of others. It is especially good to come to know men as persons as well as to know them as exponents of particular philosophies, theories, or practices. One's opinions of men change as well as one's opinions of their opinions. One learns to evaluate the sincerity and depth of a man's thought and feeling, to weigh what a man is in the light of what he says he believes, to judge his motives as well as his protestations. Informal group and man-to-man discussion contributes as much as public debate to open sessions. It is good for it reaffirms one's faith in his profession and its future, in his colleagues, and in himself."

Safety Activities —

WORD FROM WASHINGTON

Elaine Exton

Safety as it relates to schools is a many-faceted problem with numerous administrative as well as instructional aspects. To discuss them all in an article of this size would not be feasible. Traffic safety has been singled out for attention here because for the past forty years the number of annual traffic fatalities in America has steadily risen. Motor vehicles accounted for 34 per cent of the total number of deaths from accidents in 1946 when 33,500 persons were killed and 1,150,000 were injured in traffic accidents alone.[1] This is almost 19 times the total number of casualties resulting from the atom bomb explosion at Nagasaki when 39,000 persons died and about 25,000 were wounded.

The President's Highway Safety Conference

President Truman believes that it is possible to save 10,000 lives in the United States this year through the prevention of traffic accidents. He considered the toll of dead and injured that preventable accidents exact annually in this country such a national tragedy that in May, 1946, he called a national Highway Safety Conference to map out an action program to cut the shocking accident rate. Many safety experts, federal, state, and local officials, as well as prominent educators were among the 2000 people in attendance.

The Education Report of this Conference — drafted by committees of well-known educators — places the issue squarely in the school administrator's domain. Stressing the need for them to intensify their efforts to provide traffic safety programs that will give adequate guidance in accident prevention, the report asserts: "In the more than 30 million young people enrolled in the schools of the nation lies our greatest hope for a solution of the mounting traffic problem. . . . For upon their ability to shoulder their responsibilities involving traffic will depend the success or failure of traffic-accident prevention for years to come. . . . The year 1946 alone will see between 6500 and 8500 persons between the ages of 5 and 24 killed, and tens of thousands injured, unless efficient preventive measures are adopted. The schools reach, under controlled conditions, the largest number of persons in this age group."

The Education Report also presents useful suggestions for organizing and conducting sound programs of traffic safety education in elementary and secondary schools. School administrators may wish to compare the safety activities under their supervision with these recommendations.[2]

Plans for the further follow-up of the recommendations of the 1946 national Highway Safety Conference will be developed by a continuation group that will meet in Washington, D. C., on June 18, 19, and 20, 1947, to consider the extent to which last year's recommendations have been carried out and what techniques have been found most successful in reducing traffic accidents.

An advisory group on education, headed by Dr. Forrest E. Long of New York University, will review reports from the different states on the progress that has been made in putting into effect the findings of the Education Report of the 1946 Conference and will use the experience of the past year as a guide in recommending an action program for 1947.

Increasing Need for School Instruction in Traffic Safety

All evidence bears out the conclusion that school authorities can reduce the number of traffic casualties by providing more and improved safety education programs. The matter is particularly urgent because present trends indicate that the amount of traffic will increase greatly in the years ahead. Traffic volume in 1960 will be double what it was in 1940 according to U. S. Public Roads Administration figures. At the present time there are some 35 million motor vehicles and 45 million drivers in the United States. One out of every two persons over 16 years of age drives a car, and 60 per cent of those between the ages of 25 and 34 do so.

About a million and a half new drivers receive licenses each year. Although three fourths of these new drivers are of high school age, at the present time only a small percentage of them receive any formal training as drivers. American Automobile Association statistics reveal that the traffic fatality record (in terms of miles driven) is five times as bad for drivers aged 16 to 20 as for those aged 45 to 50. Drivers 16 to 20 years of age have 6 times as many license revocations or suspensions in terms of miles driven as do drivers between the ages of 40 and 50.

Experience has proved that high school instruction in driver training can reduce motor vehicle accident rates. For example, an analysis of the accident records — from June, 1939, to November, 1941 — of 1880 Cleveland (Ohio) high school students who took driver training courses and of a comparable group of 1372 students who had not received such training, showed that the trained drivers had only one half as many accidents. Other studies have resulted in similar findings.

Summertime Opportunities for Safety Activities

Death doesn't take a holiday when children do. During the summer months when children are away from school supervision and the guidance of safety patrols the volume of traffic mounts. So do the number of accidents to youngsters between the ages of 5 and 14. Extra lessons emphasizing safety precautions before school is out are of value in safeguarding children against the additional hazards that summer vacations bring. Keeping school playgrounds and play facilities open and adequately supervised throughout the summer and continuing safety patrol protection near

[1] Statistics from *Accident Facts*, condensed 1947 edition, a publication of the National Safety Council, Inc., 20 North Wacker Drive, Chicago 6, Illinois.

[2] Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C., at 10 cents a copy.

play spots where heavy traffic occurs can also help to keep accidents down.

This is the season when school administrators can encourage teachers to take summer courses in safety subjects ranging from instruction in driver education offered by out-of-town universities to orientation courses for teachers in accident prevention offered by local chapters of the American Red Cross. The May, 1947, issue of *Safety Education*[3] lists "Courses in Safety" that will be given for credit this summer at 35 institutions in 16 states.

It is a good time, too, for school administrators to evaluate the effectiveness of the safety education programs under their jurisdiction so they can plan what improvements they wish to make when the new school year starts in September.

The National Commission on Safety Education of the National Education Association and the American Automobile Association are the two leading national agencies in Washington that disseminate information and materials for use in connection with school traffic safety education programs. The former is composed of professional educators and represents the interest of the organized teaching profession in safety education. The Commission's program is concerned with all phases of safety education as it relates to schools whereas that of the American Automobile Association is concerned with traffic safety only. The latter is a national organization composed of motorists and represents their interest "in making automobiling safe and pleasurable." The major services that these two agencies make available to educators are described briefly in the material that follows:

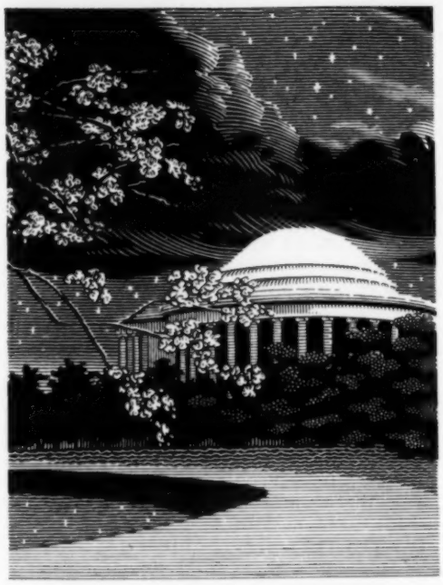
School Services of American Automobile Association

All activities of the American Automobile Association (AAA) and its affiliated clubs are conducted only at the invitation of school authorities. The usual procedure is to contact the manager of the nearest AAA club and talk over details with him. With the possible exception of texts, local clubs usually purchase the AAA materials at cost and give them to the schools without charge. For sample copies of school-use publications — including texts, tests, teachers' manuals, charts, posters, and explanatory leaflets, contact may be made with any local AAA automobile club. If there is no local AAA club in the vicinity, the Traffic Engineering and Safety Department of the American Automobile Association at Pennsylvania Avenue and 17th Street, N.W., Washington, D. C., may be addressed for information.

Some of the traffic safety and driver education and training services that the American Automobile Association and its 725 local clubs offer to local school systems, high schools, and state departments of education in the interest of improving traffic and motor travel conditions — a leading purpose of the organization since its founding in 1902 — are enumerated below:

1. Standard rules, equipment, awards, and other materials and information for the operation of School Safety Patrols to protect pupils against street hazards. Some 350,000 boys and girls in elementary schools in more than 3500 communities are serving in School Safety Patrols equipped and aided by local AAA clubs.

[3]"Courses in Safety" by Vivian Weedon in *Safety Education*, National Safety Council, Inc., May, 1947, pp. 9–13.



2. Suggestions for organizing School Bus Patrols to prevent accidents on buses. More than 90,000 school buses transport nearly 5,000,000 students to and from school each day of the school year.

3. The services of experienced driver training specialists to train high school teachers of driver education. Upon the request of state, county, or local school authorities these specialists are made available without cost to conduct teacher training institutes, providing a minimum of 15 teachers enroll. At the invitation of state education officials AAA specialists wrote 13 state courses of study in driver education and training during the past year.

4. Information about teachers in the state who have already been trained to teach high school driver education courses. More than 4000 teachers have received AAA certificates upon satisfactory completion of driver training institutes.

5. Texts and supplementary background materials for use in high school driver training programs including *Sportsmanlike Driving* and *Driver Education and Training Manual for High School Teachers*.

6. The loan of a dual-control driver training car to provide real driving experience with a maximum of safety. The AAA recommends that each beginner have 8 hours behind the wheel with a total of 32 hours in a car. School expenses for these cars include transportation costs in getting the car from and back to the automobile company's zone office, insurance, maintenance and operation costs, a fee for installation and use of dual controls.

7. The loan of 15 psychophysical driver testing devices to measure driver qualifications and to help develop desirable attitudes. Shipping charges must be paid from and to Washington, D. C. These devices are also available for purchase, or they may be built in high school vocational shops from blueprints furnished by the AAA.

8. The loan of visual aids including motion pictures, film strips, and sound slide films on traffic safety subjects. There are transportation charges.

9. Procedures and materials for carrying out a joint school-home driver training program whereby the high school teacher presents the classroom sessions and a "home instructor" (usually a parent, relative, or friend) provides behind-the-wheel instruction in the family car in accordance with a carefully worked out plan.

Activities of N.E.A.'s Safety Education Commission

School administrators seeking to initiate new safety education activities or to overhaul existing programs can obtain practical information from the National Commission on Safety Education at 1201 16th Street, N. W., Washington 6, D. C. This had its genesis in Safety Education Projects, a unit of N.E.A.'s Research Division, and began functioning early in 1944 when Robert W. Eaves, formerly with the District of Columbia public schools, became its secretary.

The first project of the commission in the traffic safety education field was the joint sponsorship with the National Council of Chief State School Officers of a National Conference on School Bus Standards. This met October 29–November 3, 1945, at Jackson's Mill, W. Va. Its deliberations resulted in a revision of the uniform nationwide minimum standards for the manufacture of school buses formulated at a conference at Teachers College, Columbia University, in 1939. The new specifications are presented in the publication *School Bus Standards* which may be purchased from the commission for 30 cents a copy.

A major 1946 project of the commission was the preparation of *Let's Teach Driving* (50 cents a copy), an administrative guidebook to help school superintendents and teachers in developing programs for teaching driving to high school students. It includes a number of possible procedures for organizing and administering driver instruction. Copies of an 8-page summary preview of *Let's Teach Driving* may be obtained free on request.

In co-operation with the National Highway Users Conference the commission has prepared a slide film on traffic safety suitable for use with high school or college students. This will be ready for distribution in the near future. Two pamphlets that emphasize economic and social implications of safety in highway transportation and are designed for use in elementary classes will be released later in the year. They are *Roads and Highways — Source Materials for Teachers* and *Aids for Teaching Traffic Safety Through Social Studies*.

To help in organizing programs to prepare prospective teachers to teach safety the commission has co-operated with the American Association of Teachers Colleges in the publication of two bulletins entitled *Safety Education for Teachers:* Part I, a Guide for Administrators in Teachers Colleges and Schools of Education, sells for 30 cents a copy; Part II, a Guide for College Instructors of Safety Education is priced at 50 cents.

The work of the National Commission on Safety Education is not confined to the traffic safety field. The scope of its interest is clearly revealed in its stated objectives which are to: (1) stimulate schools, colleges, and universities toward more active consideration of the safety education problem; (2) make known to educators the best thought and practice in safety education; (3) encourage school use of worth-while materials and practices in safety education produced by nonschool groups; (4) aid educators in setting up policies and standards for the use of materials and operations of safety education programs; (5) help direct the educational activities of safety groups toward the common objectives of accident prevention.

The commission's campaign for "Safer Living for All" gives effect to these objectives through a diversity of activities that include developing materials for use in teacher training; preparing an over-all curriculum guide on safety education for rural schools (to be pub-

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lished in 1947); working out techniques for integrating the teaching of safety with existing courses in health and physical education, social studies, science, home economics, and other subjects; studying what safety education activities can best be carried out cooperatively by school and home.

Accident Prevention Is School Responsibility

Almost 20,000 boys and girls between the ages of 1 and 20 die each year as a result of accidents. In recognition of the fact that "accidents are the leading cause of death and an important cause of crippling among children," President Truman in his proclamation designating May 1, 1947, as Child Health Day for the first time set accident prevention as the theme of this annual observance which was inaugurated in 1928.

Man's progress in conquering natural dangers has not kept pace with the emergence of new hazards created by the vast scientific and technological developments of the machine age. As Herbert J. Stack, director of New York University's Center for Safety Education, puts it: "The world, instead of becoming safer, appears to be growing more dangerous, while no one knows what the atomic age will bring us."

Since in any period survival is the condition on which all other accomplishments depend the school has an inescapable obligation to help children acquire habits and skills of safe action in the presence of innumerable daily hazards so that they can protect themselves against needless accidents.

It is also imperative that the school provide for the safety of children in and about the school plant and in all of the activities under the direct supervision of the school. This involves a knowledge of the accident potentials of school facilities. In this connection the following statistics on student accidents compiled by the National Safety Council[4] are of interest in pointing up school danger spots:

24 per cent of the student accidents requiring a doctor's attention or causing absence of ½ day or more *occurred in school buildings*. Of these accidents:

34 per cent occurred in gymnasiums
18 per cent occurred in halls or on stairways
17 per cent occurred in classrooms
14 per cent occurred in vocational shops

20 per cent of the student accidents *occurred on school grounds. Of these* accidents: *47 per cent occurred in unorganized activities.*

7 per cent of the student accidents occurred on the way to or from school.

20 per cent of the remaining 49 per cent of student accidents occurred in or about the home; 29 per cent occurred away from school or home.

[4]These statistics are based on student accident reports from school systems with an enrollment of 907,000 students for the nine-month period, April and May, 1945, and September, 1945, through March, 1946 — see *Accident Facts*, 1946 edition, p. 91.

News of Teachers' Salary Adjustments

WAUKEGAN SALARY SCHEDULE

The board of education of the City School Dist. 61, Waukegan, Ill., has adopted a new salary schedule for the year 1947–48, which is based on years of experience and professional training.

Teachers in Class I holding a B.S. degree start at $240 per month and advance to $325 in the tenth year. Teachers in Class II with a B.S. degree and having 15 graduate hours' training start at $240 and go to $350 per month in the fifteenth year. Teachers in Class III with an M.A. degree start at $240 and go to $375 in the twentieth year. Those in Class IV, holding an M.A. degree and having thirty graduate hours' training start at $240 and go to $400 in the twenty-fifth year. Teachers who do not hold degrees will be paid a base salary of $295 per month, plus 50 cents per month for each semester hour of credit between 60 and 100 semester hours, and a maximum of $3,150 per year. Teachers in Classes I, II, III, and IV receive the base salaries in the schedule, plus 50 cents per month for each approved semester hour of graduate credit, and maximum salaries of $325, $357.50, $390, and $430 per month for these classes.

The board recognizes meritorious service of teachers by an evaluation of teachers and teaching. The evaluation is based on such factors as classroom instruction, participation in in-service work, interest in work, co-operation with parents, relationships with fellow workers, personal and professional growth. A cumulative personnel file is kept by the superintendent for each employee of the board.

CROTON-ON-HUDSON SALARY SCHEDULE

The board of education of Croton-on-Hudson, N. Y., has adopted a salary schedule calling for 16 salary steps representing minimum years of service, and mandatory increments according to the promotional increment level. Salaries are based on the amount of professional training and the possession of degrees. For the year 1947–48 all teachers will be given increases of $400, plus 25 per cent of the balance necessary to place them on the schedule. The maximum salaries for the year 1947–48 will be $3,850 and $4,050 in the twelfth salary step.

Teachers with one year's service, four years' training, and a degree, will start at $2,400, and advance to $3,220 in the sixth year. In the seventh year they will advance to $3,320 in the first promotional level, to $3,850 in the second level, to $4,180 in the third level, and to $4,510 in the fourth level. Teachers with five years' training and an M.A. or M.S. degree will begin at $2,600, advance to $3,520 in the first level, to $4,050 in the second level, to $4,380 in the third level, and to $4,710 in the fourth level. The maximum for the sixteenth step will be $4,510 for those with a B.S., B.A., or B.E. degree, and $4,710 for teachers with an M.S. or M.A. degree.

No teacher will receive a reduction in salary or increment because of the prior fixing of salaries for the year 1947–48. The maximum for teachers without a degree will be $3,500.

NEW SALARY POLICY AND SCHEDULE FOR KALAMAZOO TEACHERS

The board of education of Kalamazoo, Mich., on April 21, adopted a salary policy and schedule for teachers, to become effective in July, 1947. The new policy rescinds all previously adopted policies relative to salaries and salary schedules. It expresses the basic ideas which the board follows in fixing salaries, but does not constitute a contract between the board and its employees.

There will be no differential in salary allowed because of sex, marriage, dependents, or position. If the operating funds should at any time become inadequate to finance the schedule, it will be the policy of the board to allow earned increments on the schedule before any reductions are made.

The schedule is based on two factors: (1) experience and (2) training. The basal salary for teachers with no experience will be $2,400 for those with four years' college training and a bachelor's degree, and $2,600 for those with five years' training and a master's degree. Credit will be allowed for obtaining one bachelor's degree and one master's degree.

The Salary Schedule

Under the schedule, teachers with two years' college training start at $2,000, and advance with increments of $100 to a maximum of $2,900 in the tenth year; those with three years' training begin at $2,200 and go to $3,100 in the tenth year; those with four years' training start at $2,400 and go to $4,000 in the seventeenth year; and those with five years' training and a master's degree start at $2,600 and go to $4,200 in the seventeenth year.

MISHAWAKA SALARY SCHEDULE

The board of education of Mishawaka, Ind., on April 14, adopted a salary schedule for 1947, based on training and experience. Teachers with two years' training and no experience start at $2,050 and advance at the rate of $50 per year up to a maximum of $2,550 in the tenth year. Teachers with three years' training start at $2,300 and go to $2,900 in the twelfth year. Teachers holding a bachelor's degree begin at $2,550 and go to $4,000 in the eighteenth year. Teachers holding a master's degree begin at $2,650 and go to $3,950 in the sixteenth year, and to $4,400 in the twenty-fourth year.

Principals are divided into five classes. High school principals in Class I receive $1,000 to $1,200, and assistant principals, $300 to $500. Principals in Class II receive $750 to $900; those in Class III, $600 to $750; those in Class IV, $400 to $500; and those in Class V, $200 to $300.

Supervisors and directors are divided into four classes. Elementary supervisors in Class I are paid $800 to $1,000; those in Class II, $600 to $800; those in Class III, $400 to $600; and those in Class IV, $200 to $400.

Under the rules, no teacher may be increased more than $800. Teachers whose salaries would not be increased by the application of the schedule will be given increases over the 1946–47 salary of a normal increment for the training classification in which they belong.

GERING SALARY SCHEDULE

The board of education of Gering, Neb., has adopted a new salary schedule for 1947, prepared by a committee of teachers, after a thorough study including taxes, budget appropriations, and financial needs of the teachers.

Under the schedule, teachers are divided into four classes, and includes teachers who come into the system without experience, and those who come with experience. Teachers in Class A with two years' training, and one year's experience, begin at $1,900 and advance at the rate of $45 per year to a maximum of $2,125 in the sixth year. Teachers in Class B, with three years' training, and having no experience, begin at $2,050, and advance at $55 per year to a maximum of $2,305 in the sixth year; those with experience begin at $2,050 and go to $2,325 in the sixth year. Teachers in Class C, holding an A.B. degree, and having no experience begin at $2,200 and advance at the rate of $65 to a maximum of $2,550 in the seventh year; those with experience begin at $2,200 and advance to $2,590 in the seventh year. Teachers in Class D, holding an M.A. degree, but having no experience, begin at $2,400 and advance at $75 per year to a maximum of $2,790 in the seventh year; those with experience begin at $2,400 and advance to $2,850 in the seventh year.

TUCSON SALARY SCHEDULE

The board of education of Tucson, Ariz., has adopted a salary schedule for 1947–48, calling for new minimum and maximum salaries, with annual increments after the first and second years' service.

Teachers with A.B. degrees start at $2,496, receive annual increments of $96 after the second years' service, and $192 from the tenth to the thirteenth years, up to a maximum of $4,416. Teachers with thirty graduate hours' training begin at $2,592, after the second year, and go to $4,512 in the thirteenth year. Teachers with an M.A. degree start at $2,688 and go to $4,608 in the thirteenth year.

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School Board Conventions

CONNECTICUT SCHOOL BOARDS' ASSOCIATION HOLDS CONFERENCE

The Connecticut Association of Boards of Education held a postwar conference on May 16, in the Bulkeley High School, in Hartford.

The program was divided into four discussion groups, each in charge of a chairman. Judge Stanley P. Mead, of New Canaan, was in charge of the group on State Aid for Public Schools; Dr. Wilbert Snow of the group on Schools for Tomorrow's Citizens; Edward O'Brien of the group on Board, Teacher, and Public Relations; and Mrs. Althea O. Silverman of the group on Instructional Improvements in School Programs.

KENTUCKY SCHOOL BOARDS ASSOCIATION

Dr. L. E. Meece

The Kentucky School Boards Association, which assembled in Louisville on April 17, built their convention around the theme, "How Can Kentucky Secure and Hold Competent Teachers for Its Schools?" The two major points examined were: A sufficient increase in teachers' salaries to enable the schools to compete successfully with other occupations, and the securing of greater appreciation of teachers' services within the community.

The first problem was primarily one of securing more money for schools from local, state, and federal sources. A minimum salary of $2,400 for teachers holding A.B. degrees, with sufficient increments above the minimum to encourage continued schooling and to award experience, was favored by the Association. To this end the Association requested: that all local boards of education raise their tax rates to the maximum ($1.50 on $100), as rapidly as possible; that the governor immediately call a special session of the legislature to appropriate $12,500,000 additional state aid for schools in the 1947–48 school year; and that our senators and representatives be encouraged to work diligently for the passage of Senate Bill 472, now pending in Congress. The Association also appointed a committee to investigate and determine new sources of revenue for state aid to the schools, and to present this report at the regular session of the General Assembly in January, 1948.

As an aid in solving the second problem, that of greater appreciation for the teachers' work in the communities, the Association urged the boards of education to safeguard the teacher's tenure, and to consider her convenience and well-being in assignment to schools, reducing teaching loads wherever possible. Furthermore, the Association felt that local boards of education should encourage the local communities to give the teacher the recognition merited by her high calling and her services to the community.

The officers elected for the 1947–48 school year are: president, Dr. T. P. Sloan, Lebanon Junction; vice-president, Dr. E. W. Potter, Russell; vice-president, Clarence Winter, Dayton; vice-president, J. W. Lester, Owingsville; and executive secretary, Dr. L. E. Meece, Bureau of School Service, University of Kentucky.

WISCONSIN SCHOOL BOARDS MEET IN MILWAUKEE

The reorganization of education in Wisconsin under Bill 255S now before the state legislature, democracy in school administration, and better procedures in school board work, were the leading topics discussed at the twenty-sixth annual meeting of the Wisconsin Association of School Boards in Milwaukee, April 24 to 25. The State Association of School Administrators met with the school boards.

Hugh E. Staffon
President, Wisconsin School Board Association 1947–48.

The Association endorsed in its resolutions the reorganization of the Wisconsin schools under Senate Bill 255, and urged federal aid. It failed to recommend a method of taxation which will enable the state to raise the $40,000,000 annually for the proposed state support of local schools.

The Association elected at its session the following officers: president, Hugh E. Staffon, Sheboygan; vice-presidents, Mrs. Maude Johnston, Glenwood City, and M. N. Hein, Chippewa Falls; treasurer, Joseph Hamelink, Kenosha; secretary, Mrs. Letha Bannerman, Wausau; directors, Joseph Hamelink, Arthur S. Griere, and John O. Berg.

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School Administration News

ARIZONA'S "HOMEBOUND" TEACHING PROGRAM

More than 80 children in Arizona, prevented from attending school because of physical handicaps, are going to school at home, under the "homebound" teaching program of the Arizona Society for Crippled Children. The Society's teaching program and its teachers are accredited by the Arizona state department. Teachers spend an average of from three to four hours a week in the home of each of the children. the time depending upon the age, the health, and the ability of the individual child. In the cases of children forced out of regular school attendance by crippling diseases there is a close co-ordination between the home teacher and the classroom teacher. Curriculums are co-ordinated, achievement is tested regularly, and careful records of progress are kept.

The program provides home teaching for both elementary and high school pupils. For high school students the program is supplemented by correspondence courses available through the Phoenix high school. Homebound pupils in the older high school groups are assisted also in obtaining vocational instruction designed to make them eventually self-supporting.

NEW PRIMARY READING PROGRAM IN BILLINGS, MONTANA

A primary reading program has been under development in the public schools of Billings, Mont., since the fall of 1945. The plan is designed to make continuous progress possible for children without the crippling effects of grade repetition common to the time-honored grade school organization. Since September, 1945, grades one, two, and three have been eliminated. In their places have been set up groups of children with similar physical and social development, interests, and ability to work together.

In the reading classes, each level is defined in terms of skills to be achieved, and a basal text and instructional material are provided the teacher at each level. The teacher's manual contains a carefully prepared book list for each level of achievement. This list consists of three types of books: (1) the basal reader and workbook; (2) supplementary texts for known difficulty; (3) a list of additional books suitable for library reading. Progress in the school is continuous from year to year. In the fall, following the summer vacation, the pupils take up their work on the level at which they left off in the spring. Instead of having three hurdles to jump, one each year, the pupils are given three years in which to accomplish the three years' work.

The plan has worked quite successfully, according to Dr. Charles D. Dean, assistant superintendent of schools. During the first two years, retardation was considerably reduced, and the educational achievement has increased each year in terms of educational test results.

LACONIA COMPLETES STUDY OF SCHOOL ORGANIZATION

The high school faculty of Laconia, N. H., during the school year 1946–47 conducted a study of the entire organization of the school. Five committees, working under chairmen, conducted the study and submitted their recommendations for a core curriculum and the establishment of the following areas of study: (1) college preparatory, (2) commerce, mechanic arts, and home economics, (3) exploratory general shop activities, (4) a guidance course.

The committees made many special recommendations, chief of which is a plan to teach speech intensively throughout the school system, and to give special instruction in reading and study skills to all pupils whose elementary or junior high school training has not been in the public schools of the city.

During the past year the elementary grade teachers have devoted their efforts to the preparation of a check list of fundamental skills. This list will be so set up that each pupil in the several grades may be checked during the year on achievement, maintenance, and development in the fundamental skills in the language arts, numbers, and arithmetic, and study skills. Teachers will devote their time to the development of standards for checking the pupils and to the development of grade bases of objective standards. The necessity persists for more effective procedures to implement the entire program and the teachers will proceed to study this stage of the program as the time permits. The elementary teachers are now engaged in a participatory activity.

SCHOOL ADMINISTRATION

► Atlantic City, N. J. The ninth year of the vocational high school is now housed in the Ohio Avenue building which is being shared by the junior high school. The school is known as the Atlantic City Technical High School and caters to boys and girls who wish to prepare directly for employment. Beginning with September, 1948, the tenth year will be added to the school. Transfer between the two high schools will be possible at the end of the freshman and sophomore years. A wide selection of courses is being offered and the well-recognized trades will be available to students. These include carpentry, auto mechanics, printing, sheet-metal work, beauty culture, hotel trades, electricity, and clothing. In addition there will be selling courses and art courses. A general education course will be available to all students, parallel to courses being offered in the present city high school.

School Building News

► Emporia, Kans. The voters have approved a school-bond issue of $500,000. The proceeds of the bonds will be used to finance new school buildings and the purchase of sites.

► Arkansas City, Kans. A $350,000 school-bond issue for a junior college trade school building and a $15,000 bond issue for a grade school addition have been approved by the voters.

► Salina, Kans. A $1,250,000 school-bond issue has been approved by the voters.

► Dodge City, Kans. The board of education has employed an architectural firm to prepare plans and specifications for new building projects.

► McAllen, Tex. The board of trustees has begun plans for a school-building program to cost $600,000.

► St. Louis, Mo. The school board has approved a summer program of repairs, alterations, and replacements of school buildings, to cost $333,652.

► Brookhaven, Miss. The board of school trustees has begun plans for a school-building program, to cost $495,000. R. W. Naef, Jackson, is the architect.

► Natchez, Miss. Plans are in progress for the construction of an elementary school and a high school addition, to cost $750,000.

► Middlesboro, Ky. The school board has transferred $4,132 from the general fund to a special school building fund. The money will be used for the purchase of school sites, erection of new buildings, and alterations to schools.

► Hempstead, L. I., N. Y. The school board has approved a proposal for the construction of a 16-room school on Legion Place, Malverne, at a cost of $55,000.

School Finance and Taxation

► Seattle, Wash. The board of education has adopted a budget of $11,985,068 for the school year 1947, which is an increase of 28 per cent, or $2,689,000 over 1946. Of the expenditures, the principal increases represent higher compensation schedules effective for all employees. Of the total budget expenditures, exclusive of lunchroom operations, 90.23 per cent is used for salary and wage disbursements. The 1947 budget provides for regular increments included in existing pay schedules, and also certain special adjustments to correct iniquities in previous schedules, together with a $600 annual increase for certificated employees, and $420 per annum for noncertificated employees. The average salary for teachers in the new budget, allowing for the additional $600 increase, is $3,500, which is $1,141, or 47 per cent, in excess of the average in 1941.

► Birmingham, Mich. The voters of the city, at an election held May 4, approved a proposal for a school tax levy of 2½ mills for a five-year period. The added millage supplements the local budget by $190,000 per year for the next five-year period, and is intended to meet current operating expenses, and to provide for more adequate school-plant facilities.

► Boston, Mass. The school budget totaling $19,675,134 has been approved by the mayor after a cut of $600,000 from the original figures. The largest reduction was $369,080 for the construction and equipment of new school buildings. The cut means a reduction of $175,020 in operational costs.

► Providence, R. I. The school board has adopted a budget of $6,519,500 for 1947. Of the total, $1,330,000 is to be used for teachers' salary increases.

► Butte, Mont. At the recent school election, voters in School District No. 1 approved a 14-mill tax levy for the operating expenses of the city schools. The new levy allows an increase in teachers' salaries of approximately $1,100 per year and permits the board to meet the requirements for a new salary schedule, ranging from $2,200 for beginning teachers with two years' training, to $3,800 for teachers with ten years' experience and a master's degree.

TWELFTH CUSTODIANS' SHORT COURSE AT AMES

The twelfth annual Iowa Short Course for School Custodians will be held in the Ames high school at Ames, Iowa, from June 17 to 20.

Marvin Gould, of the Engineering Extension Service, Iowa State College, is in charge.

NINTH ANNUAL SHORT COURSE AT TEACHERS COLLEGE

The ninth annual short course for building service employees, including supervisors, custodians, and janitors, will be held June 16 to 20, at Teachers College, Columbia University.

An intensive five-day training course, consisting of lectures, demonstrations, and round-table discussions will be offered at the Lincoln Building. Dr. H. H. Linn will be the director in charge.

HOLD SCHOOL FOR CUSTODIANS AT OHIO STATE UNIVERSITY

The second annual meeting of the School for Custodians will be held at Ohio State University, in Columbus, June 10 to 13, under the sponsorship of the Bureau of Educational Research and the Ohio Association of Public School Employees.

An advisory committee has been named, comprising Dr. E. B. Sessions, Dr. T. C. Holy, F. G. Carlson, Paul H. Elleman, Stanley Gingery, T. C. O'Keefe, Ward Ashman, and Wesley P. Ridenour.

School custodians and janitor-engineers are invited to attend. A registration fee of $5 is required.

Personal News

DR. OBERHOLTZER GOES TO DENVER

Dr. Kenneth E. Oberholtzer, of Long Beach, Calif., on April 7, was elected superintendent of the public schools of Denver, Colo. Dr. Oberholtzer, who succeeds Dr. Charles E. Greene, brings to the position of superintendent a broad educational background and experience gained in the schools of Texas and California. Since 1937 he had been superintendent at Long Beach.

During the war years, Dr. Oberholtzer served as a lieutenant colonel in the army as officer in charge of the utilization section of the Army Education Branch. In that capacity, he supervised the distribution of educational materials to army posts. He was responsible for the selection, training, and assignment of educational officers to headquarters of service commands in this country and overseas.

Dr. Oberholtzer is a graduate of the University of Illinois with a B.S. degree, and continued his education at the A. and M. College of Texas, earning his M.S. degree in 1928. In 1937 he was given a Ph.D. degree by Teachers College, Columbia University. He became principal of the high school in Bellville, Tex., in 1924, and a year later was made superintendent. Later he was superintendent at El Campo and Lubbock. He resigned in 1937 to become superintendent at Long Beach.

Dr. Greene, who is retiring on September 1, after a service of 24 years in the schools, will become director of placement for the University of Denver.

PUEBLO SCHOOL BOARD REORGANIZED

The Pueblo, Colo., board of education has reorganized with the election of A. B. Chasteen as president, George Grosvenor as vice-president, George B. Lewis as treasurer, and Miss Olga A. Hellbeck as secretary.

Mrs. Dorothy E. Jackson, a member since 1943, and E. D. Hoffman, a member since 1937, were retired at the May meeting under a state law governing the consolidation of first-class school districts. The city of Pueblo since its founding was divided into two school districts, but in 1945 voted to consolidate the two school systems for reasons of efficiency and economy. During the first year of consolidated operation, from May, 1946 to 1947, the ten members of the original boards continued to act. For the year 1947–48, eight members will sit on the board.

PERSONAL NEWS OF SUPERINTENDENTS

► Leo P. Breeden has been elected superintendent of schools at Wheatland, Wyo., to succeed C. W. Richard.

► Clyde Parker, of Cedar Rapids, Iowa, has been re-elected for a three-year term, at a salary of $10,000 per year.

► Charles Coggins has been elected superintendent of schools at Holly, Mich., to succeed C. A. Hoffman.

► Arthur F. Lucas, of West Branch, Mich., has been elected superintendent of schools at Durand, to succeed William Goudy.

► C. S. Thomas, of Runnells, Iowa, has been elected superintendent at Carlisle, to succeed Harold E. Cole.

► Harold H. Brown, of Mason City, Iowa, has accepted the superintendency at Thornton.

► F. R. Prusha, of Essex, Iowa, has accepted the superintendency at Dunlap.

► Glenn D. Tinkham, of Marshfield, Wis., has been re-elected for a three-year term.

► Davis Y. Paschall has been appointed assistant supervisor of secondary education for the State Education Department of Virginia.

► Irwin C. Williams, of Holdrege, Neb., has been elected superintendent at Franklin.

► Supt. George A. Sellig, of Webster, Mass., has been re-elected for a three-year term.

► S. Clay Coy has been elected superintendent of School District No. 50 at Westminister, Colo. He was formerly principal of the Lawrence Junior High School at Lawrence, Kans.

► Supt. J. L. Campbell, of Carthage, Mo., has been re-elected for a nineteenth consecutive year.

► Max S. Smith, of North Muskegon, Mich., has been elected superintendent of schools at Niles, to succeed Floyd W. Crawford.

► Paul H. Emerich, of Quincy, Mich., has accepted the superintendency at Berrien Springs.

► Herbert Kirchdoerfer, of Manson, Iowa, has accepted the superintendency at Allison.

► Frank Farrell, of Colome, S. Dak., has accepted the superintendency at Walthill, Neb.

► Glen C. Hornbuckle, of Henderson, Iowa, has been elected superintendent at Essex.

► Harry A. Cole, of New Market, Iowa has been elected to head the schools of Gravity.

► LaVere P. Cushman is the new superintendent of schools at Greenville, Mich.

► Supt. George Walkotten, of Albion, Mich., has been re-elected for a three-year term.

► Supt. W. P. Boyle, of Tomahawk, Wis., has been re-elected.

► Walter W. Scott, of Walton, Mich., has accepted the superintendency at North Muskegon, where he succeeds Max Smith.

► Roscoe L. Terry, of Kahoka, Mo., has been elected superintendent at Memphis, Mo.

► Ernest Hood has been elected superintendent at McLeansboro, Ill., to succeed Lodge Grant.

► Edward C. Austin has been elected superintendent at Burlington, Wis., to succeed F. L. Witter.

► Supt. M. L. McCoy, of Wayne, Mich., has signed a two-year contract to teach German students in the American zone of occupation in Germany.

► Joe J. O'Connor, of Wiota, Iowa, has accepted the superintendency at Atlantic.

► Mark F. Scully, of West Frankfort, Ill., has accepted the superintendency at Paducah, Ky.

► Floyd W. Hendrick: has been elected superintendent of schools at Kirkwood, Mo., to succeed F. P. Tillman. He was formerly principal of the Kirkwood high school.

► Eric Baber, of Mio, Mich., has accepted the superintendency at Perry.

► Peter J. Jenema, of St. Clair Shores, Mich., has been elected superintendent at Hazel Park, to succeed John E. Erickson.

► Supt. Arthur E. Erickson, of Ironwood, Mich., has been re-elected for a three-year term.

► John W. Pruett has been elected superintendent of schools at Princeton, Ind., to succeed Orville Puckett.

► Supt. C. A. Hammer, of Gregory, S. Dak., has been re-elected for the next year.

► Nat Williams, of Cross Plains, Tex., has accepted the superintendency at Abilene.

► Supt. Rolin W. Jones, of Potosi, Mo., has been re-elected for the next year.

► Willard Pynn has been elected assistant superintendent of schools at Eau Claire, Wis. In his new position, Mr. Pynn will act as secretary of the board and as director of school business affairs, including budgeting, purchasing, and accounting.

► Charles J. Mills has been elected superintendent of schools at Hobbs, N. Mex., to succeed W. G. Donley.

► Supt. W. T. Hanes, of Cameron, Tex., has been re-elected for the next year.

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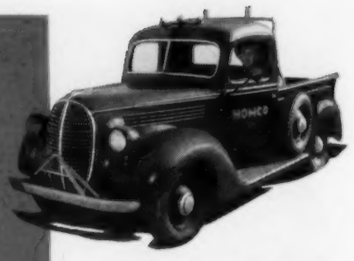
"That's why we operate 207 of them!"—says C. R. Littlepage, Supt. of Transportation, Houston Oil Field Material Co., Houston, Texas.



Two 1939 Ford Trucks owned by HOMCO that prove the point: (Above) Driver Joe Zachary and Pickup, mileage 207,316; (Below) Driver H. O. Carpenter and Pickup, mileage 228,398. Supt. Littlepage adds: "Our Ford Trucks deliver trouble-free miles at minimum cost!"

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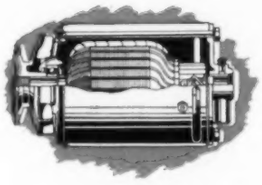

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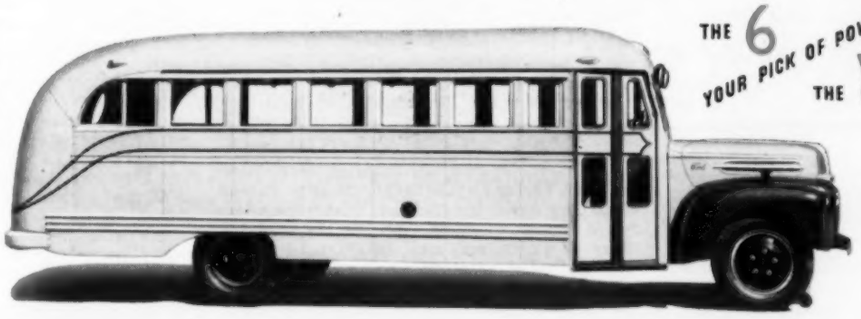

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Teachers' Salaries

► Pasadena, Tex. The school board has adopted a salary schedule for 1947, calling for average increases of $700 for teachers. The minimum salary is $2,400, with a maximum of $4,000 per year for teachers with a bachelor's degree. An additional $200 is provided for teachers holding a master's degree.

► River Forest, Ill. The school board has adopted a single-salary schedule for 1947–48, calling for 100 salary points and a $2,000 range in salaries, with each point valued at $20. The schedule, which is based upon education and experience, makes no distinction as to sex or number of dependents. Based on a point plan, it establishes minimum and maximum salaries for personnel having certain qualifications as to education and experience. Teachers with a bachelor's degree and no experience start at the minimum salary of $2,400 and may earn a total of 100 increment-salary points in moving from the minimum to the maximum of $4,400.

The 100 increment-salary points may be earned in one of two ways: A total of 40 points may be earned for additional preparation beyond the bachelor's degree, allowing four points for each six semester hours of study, and three points for each six hours of work beyond the master's degree. A total of 60 points may be earned for experience and service, and four points for each year of satisfactory service up to 15 years.

► Jefferson City, Mo. The school board has given contracts to 110 teachers, calling for $400 a year salary increases, to begin next September. Under the schedule, teachers holding master's degrees and successful experience will be paid a minimum of $2,620 per year. Teachers with A.B. degrees will receive $2,140, and those who have no degrees a minimum of $2,080. The increases will raise the school pay roll by $45,000.

► Fall City, Neb. Under a new salary schedule, instructors in the grades and junior high school have been given increases of $300 per year; high school teachers $400 per year. Male teachers in the high school receive a maximum of $2,700; and women, $2,400; junior high school teachers, $2,100; and grades, $2,000.

► Flint, Mich. The school board has included an item of $623,000 in its 1947 budget to provide for salary increases throughout the school system.

► Boston, Mass. Salary increases, ranging from $400 to $600, and effective April 1, were approved for teachers in grammar, intermediate, and high schools. The increases provide $600 annually for teachers receiving $2,304 or less; $500 for those receiving between $2,304 and $2,880; and $400 for those receiving more than $2,880. The $200 annual emergency allotment for all teachers will be continued and made a permanent part of salaries on June 1.

► Bloomington, Ill. The school board has adopted new salary rates for 1947, calling for 25 and 30 per cent increases over the base figure for 1946. Under the schedule to become effective in two years, the minimum for a teacher with a bachelor's degree will be $2,400, and the maximum for a teacher with a master's degree, $4,000.

► Yankton, S. Dak. The school board has adopted a salary schedule for 1947–48, which places teachers according to training and experience. Teachers with two years' training start at $1,800 and receive $2,400 in the eighth year of service; teachers with three years' training begin at $1,900 and go to $2,500 in the eighth year; teachers with a bachelor's degree start at $2,400 and go to $3,000 in the eighth year; teachers with a master's degree start at $2,800 and go to $3,400.

► Gladstone, Mich. Full-time teachers and employees have been given cost-of-living bonuses for 1946–47, and $300 increases for the year 1947–48. The minimum salary is $2,100, and the maximum $3,100.

► Barrington, Ill. The school board of the community consolidated district No. 1 has offered new contracts to teachers for 1947, calling for salary increases ranging from $250 to $350. The increases are in addition to the cost-of-living adjustments given in January, 1947.

► Maryville, Mo. Administrators and teachers have been given 15 per cent increases in salary for 1947–48. Custodians and secretaries were given 10 per cent increases.

► Omaha, Neb. The board of education has approved salary increases for teachers and school employees for the year 1947, amounting to a total of $547,000. The largest increase of $650 goes to teachers now on the $1,600 pay level. The smallest increase of $360 goes to teachers at the maximum salary level. The average for regular teachers amounts to $450, and for permanent substitutes $475.

► Flagstaff, Ariz. Salary increases averaging $900 per teacher have been given by the school board for the year 1947. Teachers with a bachelor's degree will be paid a minimum of $2,500, and those with a master of art's degree, $2,800. The maximum for ten years' service is $4,000 for an A.B. degree, and $4,300 for an M.A. degree.

► Lansing, Mich. The school board has adopted a salary schedule, with new minimum salaries and advances over a period of years until the maximum is reached. Teachers without a degree start at $2,200 and reach the maximum of $2,800 in seven steps. Those with an A.B. degree start at $2,400 and go to the maximum of $3,600 in 13 steps. Holders of a master's degree start at $2,500 and go to $4,000 in 16 steps.

► Cheboygan, Mich. All full-time teachers have been given lump-sum increases of $150 for the current school year. For the year 1947–48 the increases will range from $300 to $400.

School Business Executives

CONVENTION PLANS ANNOUNCED

The Association of School Business Officials has announced through H. W. Anderson, secretary-treasurer, Kalamazoo 5, Mich., that the annual meeting of the organization will take place in Grand Rapids, October 6 to 9. The Pantlind Hotel will be the headquarters, and the meetings and the exhibits will be held in the Civic Auditorium.

The Association expects an attendance of 1000 school-business executives. The program, which is at present in preparation, is to be slanted toward the consideration of postwar problems.

SHORT COURSE FOR SCHOOL-BUS SUPERVISORS

A short course for school-bus supervisors will be held in Ames, Iowa, July 17 to 18, under the auspices of the Engineering Extension Division of Iowa State College. The course which is a part of the Institute on Community Safety Education will take up the problems of driver selection and training, preventive maintenance, and school-bus operation. A number of outstanding men in driver education and training will participate.

INDIANA SCHOOLMEN HOLD CONFERENCE

Indiana superintendents and school-business officials held a two-day conference on April 29 and 30, at Purdue University, Lafayette, Ind.

The conference discussed problems of school business and school-business management, including school rental policies, construction trends, maintenance and operation, purchasing, accounting, sinking funds, and statistical reports. Ralph L. Miller, of Gary, acted as general chairman of the conference.

The members of the group decided to organize into the Indiana Association of School Superintendents and Business Officials. Ralph L. Miller, Gary, was elected president; William Floyd, West Lafayette, was named vice-president; Mrs. Genevieve Serwatka, LaPorte, secretary; and Herschel Black, Bloomington, treasurer. Directors named are Robert Orcutt, South Bend, Ralph Banks, Vincennes, and George Bush, Lafayette.

MICHIGAN SALES TAX PROPOSAL WINS

The Michigan Supreme Court has upheld the validity of the sales tax amendment, which is a victory for education in Detroit and Michigan. The decision means that teachers' salary increases will be available, that lighter class loads and adequate supplies and equipment will be possible.

The court held that cities, villages, townships, and school districts are entitled to their distributive share of one cent of the sales tax collections beginning December 5, 1946, the first payment of which is to include sales tax collections through March 31, 1947, the end of the third quarter of the fiscal year of the state. The court did not determine the per cent of the sales tax revenues to be the basis for the minimum future legislative grants.

MACHINE TOOLS DONATED BY FEDERAL GOVERNMENT

General Robert M. Littlejohn, administrator of the War Assets Administration, has issued an order as of May 8, providing for the donation of machine tools from federal surplus to state and local governmental and educational agencies. This action is a realistic recognition that surplus property should not be shelved indefinitely and allowed to become a frightening burden hanging over the market, stifling legitimate trade.

For the past three years, schools and other governmental agencies have suffered under a disposal program which failed to acknowledge their needs and their priority claims. The order of General Littlejohn followed a study of the situation and is considered a big step forward for schools and other agencies in the country. Extension of the machine tool donation policy to all surplus items in long supply would prove a valuable contribution to the economic advancement of the country.

SCHOOL-BUILDING CONSTRUCTION

During the month of April one contract for a new school building, to cost $41,000, was reported in the states west of the Rocky Mountains. Additional 113 projects were reported in preliminary stages, to cost an estimated $36,416,822.

SCHOOL-BUILDING CONTRACTS

During the month of April, 1947, Dodge reported contracts let for 235 educational buildings in 37 states east of the Rocky Mountains. The total value was $23,148,000.

SCHOOL-BOND SALES

During the month of April, 1947, school-bond sales in the United States amounted to $23,501,429. Sales in Ohio amounted to $5,199,500; in California, to $4,776,000; in Texas, to $4,169,000; in Illinois, to $2,348,000; in Kansas, to $1,395,000; and in Minnesota, to $1,250,000. The average municipal yield at the end of April was 1.89 per cent.

CHILDS & SMITH OCCUPY NEW OFFICES

Messrs. Childs & Smith, school architects, are occupying new offices in the Opera Building, 90 North Wacker Drive, Chicago, Ill.

A CORRECTION

The article, "Making the Principalship a Year-Round Job," in the May issue of the AMERICAN SCHOOL BOARD JOURNAL, was written by Dr. Zeno B. Katterle, of the School of Education, State College of Washington, and by Watt A. Long, assistant superintendent of schools of Portland, Ore. The editor regrets the omission of Mr. Long's name as coauthor.

NEWS OF SCHOOL OFFICIALS

► GILBERT C. HANCOCK has been elected chairman of the buildings committee of the school board at Springfield, Mass. Mr. Hancock had served as a member of the committee since his election to the board in 1945.

► H. L. FINCH has been elected secretary of the school board at Guttenberg, Iowa.

► WILLIAM H. ROHAN has been re-elected president of the school board of Streator, Ill., for a fifth term.

► PAUL WALSH has been elected president of the school board of Springfield, Ill. Miss LOUISE BURTLE was re-elected as secretary.

► JAMES A. MORRIS has been elected president of the school board at Rock Island, Ill.

► DR. JOHN W. HARDY has been elected president of the school board at Effingham, Ill. New Members of the board are FRED MASON and EDGAR HOFFMEISTER.

► MAURICE SAFFARRANS has been elected president of the school board at Palmyra, Mo. New members of the board are A. W. AKERSON and LEE STOUT.

► W. P. STRUBE has been elected president of the board at Hannibal, Mo. C. J. MENZEL was re-elected vice-president.

► R. D. MARTIN has been re-elected president of the board at Goose Creek, Tex.

► MELBOURNE DODDS has been re-elected president of the board at Salem, Mo.

► THORPE J. GORDON has been elected president of the board at Jefferson City, Mo.

► T. M. MEANS has been elected president of the board at Warrensburg, Mo.

► The school board at Bloomington, Ill., has reorganized with A. ROYCE EVANS as president, MISS MATTIE BISHOP as secretary, and ROBERT RANDALL as treasurer.

► G. W. VENELL has been re-elected as president of the school board at Centerville, Iowa.

► JAMES S. LOVELL has been re-elected president of the board at Belleville, Ill.

► HENRY WAGAR, president of the board at Flat Rock, Mich., died on April 13. He had been a member of the board for 17 years.

► R. CLAUDE GRAHAM, formerly superintendent of schools of Albemarle County, Va., has been appointed head of a newly organized Division of Research and Planning in the State Department of Public Instruction. The Division is to include a supervisor of research and a supervisor of transportation.

► DR. DAVID J. ROSE, of Goldsboro, N. C., has been elected president of the National Council of State School Boards Associations. He is president of the North Carolina School Board Association and a member of the board of trustees of Goldsboro.

► The board of education at Brentwood, Mo., has reorganized with E. EUGENE CLARK as president, and ROY CHIPPS as vice-president.

► The grade school board at Belleville, Ill., has reorganized with JAMES A. BAILEY as president, and NORMA M. WOELK as secretary. ARTHUR J. HEROLD and STEPHEN DAVIS, JR., are the new members of the board.

► The school board of Jamestown, R. I., has reorganized with the election of FRED C. CLARKE as chairman. Mr. Clarke, who is serving his nineteenth year as a member of the board, has been re-elected for a fifth term as president.

► J. D. PYATT has been elected president of the school board at Trenton, Mo.

► STATE SUPT. G. TYLER MILLER of Virginia has begun plans for a reorganization of the State Department of Education, to become effective on July 1. The reorganization brings several new men to the state education offices. R. C. GRAHAM, of Charlottesville, becomes director of research and planning. L. D. ADAMS, of Danville, will be co-ordinator of guidance and consultation; R. N. ANDERSON will be director of vocational education. FRED M. ALEXANDER is director of secondary education, and O. W. WAKE of elementary education. DR. J. L. BLAIR BUCK will be co-ordinator of teacher education.

► SUPT. D. E. MATTHEWS, of Sullivan, Mo., has announced his resignation, to become effective July 1, 1947. Mr. Sullivan, who is retiring after the completion of 25 years' service in the schools, has seen the school plant grow from an old six-room elementary school with cross lighting, coal stoves, and outdoor toilets, to the present modern plant, with a gymnasium, a central heating plant, a vocational building, a high school building, and a campus of 15 acres. He has been responsible for the development of the unique and attractive physical plant, a new program of high school studies, an increase in the elementary and high school faculties, and wide support of a thoroughly modern community system of school services.

► DR. HENRY A. PETERSON has been re-elected president of the board at Houston, Tex. He is completing his second term as president.

► The school board at St. Anne, Ill., has elected WILLIAM BARWEGAN as president, and WALTER RUEBENSAM as secretary.

► CARL E. MEYER has been elected president of the Joliet township high school board at Joliet, Ill.

► RICHARD G. STAEBLER has been elected president of the school board at Kalamazoo, Mich.

► ROY E. MAYES has been re-elected president of the board at Carthage, Mo.

► DR. T. C. BECKETT has been elected president of the board at Boonville, Mo.

► MERLE T. WAGONER has been re-elected president of the board at Wichita Falls, Tex.

► A. A. POIST, formerly purchasing agent for the school board at Harrisburg, Pa., has resigned and the position has been discontinued. The duties of the purchasing agent have been assumed by R. E. Boswell, secretary of the board.

► J. O. TEASLEY, of Chillicothe, Mo., has accepted the superintendency at Cameron, where he succeeds E. F. Allison.

► JERRY J. VINEYARD, formerly of Nevada, Mo., has accepted the superintendency at Arkansas City, Kans. He succeeds C. E. St. John, who is retiring at the end of the school year after 29 years' service. During his long period of service, Mr. St. John supervised the construction of several school buildings, and more recently he promoted a bond-issue campaign to finance the building of a junior college and a vocational shop.

MR. DARLEY MAKES CHANGE

William George Darley, illuminating engineer, has resigned as district engineer of the Los Angeles office of the General Electric Company to engage in private practice as consultant and engineer in the solution of artificial lighting problems in schools, institutions, hospitals, offices, and other special types of buildings. Mr. Darley is widely known for his research work and writings on school illumination. He is the originator of "troffer" lighting for fluorescent lamps, and has been one of the proponents of the use of brightness ratios in improving all visual environment. He will make his professional headquarters in Los Angeles, California.

W. G. Darley

School Business Executives

Daylight in School Classrooms

By Hugh Paul. Paper 73 pp. Owens-Illinois Glass Co., Ohio Building, Toledo 1, Ohio.

This book provides the technical justification for a new system of daylight illumination of school classrooms. Roughly, this system consists of replacing the conventional windows on one side of the classroom with glass blocks from the ceiling to a point approximately 6 ft. above the floor. Immediately below is a vision strip of clear glass 30 to 34 in. high, and below this there is a solid construction 38 to 42 in. high up from the floor. It is planned that the glass, both the blocks and the vision strip, shall extend the full length of the room on the outside wall. The arrangement is identical with the conventional unilateral lighting by ordinary windows.

The glass blocks to be used have two series of unlike prisms on their inner surfaces so designed that they cause the light rays to bend upward and to strike a broad area of the ceiling and of the inside wall. From the ceiling and the wall the light is reflected to the working surfaces of the room with vastly increased amounts in the areas farthest from the windows as against the amount admitted by conventional windows.

The character of the prisms is such that practically all altitudes of the sun from 0 degrees to 70 degrees provide satisfactory redirection of the light to the ceiling and the inside wall of the room. In an ordinary classroom, 12 ft. high and 24 ft. wide, the brightness on the desks along the inner row of desks or other work surfaces is ample for all ordinary school tasks. This is true even when the sky is overcast as on an ordinary cloudy day. The success of the entire scheme is based on using relatively low source brightness in such a manner that there is rather high uniformity of brightness on all the desks in a room, and low brightness contrasts in the fields surrounding the books or other tasks worked on.

The report, which is fully documented with the results of two years of experimentation, conducted with the help of University of Michigan engineers, takes into account all the latest findings in the science of illumination, relative brightness, acceptable brightness contrasts, light intensities in the typical latitudes in the United States, average sky brightness, etc. — all data which engineers and architects require in adjusting a building design to better lighting. Perhaps the most useful aspect of the report is the fact that reasonably possible conditions which can be maintained under ordinary school-plant management have been taken into account.

The average schoolman need not be frightened by the technical character of the report; all the practical information he needs is translated into ordinary language in a series of notes at the back of the report.

A Study of Public School Building Needs in Shelby, Ohio

By T. C. Holy, W. R. Flesher, Birvil H. Glenn, and Elden B. Sessions. Paper, 91 pp. Published by the Bureau of Educational Research, Ohio State University, Columbus, Ohio.

This study, begun early in 1946, follows the pattern of the very useful and realistic community surveys carried on under the direction of the Bureau of Educational Research of Ohio State University. Shelby (6643) is an industrial city, with 98 per cent native-born population, with printing and metal products as its chief source of income. The school population which is growing, is housed in three completely unsatisfactory elementary school buildings and one "fair" high school building.

The survey indicates that it will be wise to continue the present 6-6 plan of school organization and to house the elementary schools in two new buildings, utilizing the present high school, with considerable improvements and with the addition of a gymnasium, a shop, and several classrooms. The necessary modern elementary buildings can be erected within the present possible bond limit of $620,000, if the high school improvement is delayed.

Proceedings of the School Plant Conference and Suppliers' Exhibition

Edited by Hob Gray and A. L. Chapman. Paper, 115 pp. State University of Texas, Austin, Tex.

This conference considered: (*a*) the essential steps in planning and executing a building program; (*b*) the functional planning of buildings for effective living and learning; (*c*) the planning and equipment of special school building areas; (*d*) satisfactory environment in classrooms; (*f*) the architect's contribution; (*g*) the construction and maintenance of buildings.

While the presentation is purely informal, the discussions present valuable principles and immediately useful suggestions for solving the 1947 problems of schoolhouse planning, construction, and equipment for the Texas situation.

The School Board and the School Board Member

Prepared by J. W. Diefendorf. Paper, 26 pp., 50 cents. Published by the Division of Research, University of New Mexico, Albuquerque, N. Mex.

A helpful handbook, outlining the important principles and practices which are considered necessary for the running of a school system. The pamphlet takes up types and characteristics of school boards, functions of the board, functions of the board members, and aspects of the New Mexico law concerning school boards. The handbook is intended to be of help to new board members in orienting them to their responsibilities.

A Report of the Committee on a Federal Department of Health, Education, and Security

Compiled by Hugh R. Jackson. Paper, 58 pp., 50 cents. The American Council on Education, 744 Jackson Place, Washington, D. C.

This report discusses the advisability of combining in one department the total activities of the Federal Government in the fields of education, health, and welfare. While the authors carefully balance the pros and cons they make clear that ultimately such a department must be established if the federal activities are to be successful and federal subsidies to the states and local communities are to be fully implemented. The educational members of the committee are not altogether willing that education should be submerged in so large a department with such a wide variety of functions. They do not seem to agree that half a loaf is better than none.

Facts and Figures on Government Finance, 1946–47

Paper, 144 pp. The Tax Foundation, New York 20, N. Y.

This book provides in tabular and graphic form, the important facts concerning federal, state, and local governmental expenditures, taxation, income, public debts, and public administration. The latest school expenditures included are for 1943; for school revenues, 1941–42; for taxes and governmental expenditures, 1946. The main value of the booklet is for comparative study purposes.

Modular Grid Lines

May, 1947. Modular Service Association, Boston 16, Mass.

This pamphlet provides a discussion of dimensioning working drawings of the Bridgewater High School, Boston.

Planning the Music Suite for Central Schools
By Don L. Essex. Paper, 7 pp. Published by the State Education Department, Albany 1, N. Y.
Contains suggestions for planning the music suite for central schools, including the music room, the practice rooms for individual practice, storage facilities, and acoustics.

Planning the Outdoor Physical Education Facilities for Central Schools
Compiled by Don L. Essex. Paper, 29 pp. Published by the State Education Department, Albany, N. Y.
One of a series of pamphlets designed to improve the planning of specific areas of the school plant. The author maintains that in planning the outdoor facilities of schools it is necessary (1) to provide for the physical education needs and interests of all the pupils during the school year, and (2) to make provision for the recreation needs of pupils during vacation periods and for the community as a whole. The pamphlet is devoted to suggestions and plans for regulation fields and courts for football, baseball, soccer, speedball, tennis, hockey, badminton, handball, volleyball, and horseshoe.

Planning and Equipping School Lunchrooms
Paper, 23 pp., 10 cents. Bulletin No. 19, 1946. U. S. Office of Education, Washington 25, D. C.
Contains suggestions for planning and appraising school lunchroom layouts, and for determining equipment needs and space considerations for lunch programs of different sizes. It serves as a guide to school people and architects in planning space and equipment for new lunch programs and in determining what improvements are necessary in arrangement or equipment.

School Building Needs of Painesville, Ohio
By T. C. Holy, *et al.* Paper, quarto, 160 pp. Bureau of Educational Research, Ohio State University, Columbus, Ohio.
This extensive survey of one of the oldest communities in the Western Reserve brings out its peculiarities of population, the advantages and shortcomings of its school organization and school plant, and recommends a very conservative approach to the reconstruction and enlargement of the school buildings. One old, outworn building is to be abandoned and razed, and the enrollment distributed to three well-located buildings, which with additions of auditoriums and classrooms and with enlarged playgrounds and improved service departments, will provide adequate facilities for at least 15 years to come. The junior high school, located on the same site with the senior high school, is to be merged with the latter into a six-year school for which improved shop, library, music, art, gymnasium, cafeteria, and outdoor play area, will result in a particularly effective unit. The survey recommends a bond issue of $720,000 which properly handled will increase the tax rate by only 2.8 mills.

An Administrative Code for the Board of Education, Camden, N. J.
Paper, 33 pp. Published by the board of education, Camden, N. J.
This administrative code of rules for the Camden board of education and its executives and employees, provides a complete guide for carrying out the board's duties, for conducting board meetings, for organization and administrative procedures, and for the work of the day-to-day conduct and control of the schools.
The code considers the board the legislative and policy-making instrument set up by state law and gives the superintendent full administrative control both in his ministerial and his executive capacity. The organization is of the line and staff type, with the superintendent at the head. The secretary, who is also director of records, acts directly under the superintendent in all administrative matters, except in strictly secretarial duties concerned with school-board business. The entire code is carefully planned for general use over a long period and is calculated to produce that harmonious responsibility of lay action and professional leadership which results in a successful city school system.

Salaries of City-School Employees, 1946–47
Paper, 23 pp. Bulletin No. 1, February, 1947. Published by the Research Division of the National Education Association, 1201 Sixteenth St., N.W., Washington, D. C.
A study of salary trends for city school employees for the year 1946–47, with cities grouped according to population. Tables 7 and 8 present information for teachers in various groups of cities; Tables 9 and 10 show the distribution of salaries for the main groups of principals. Further tables present the distribution for secretarial and clerical employees, attendance officers, nurses, janitors, and administrative officers.

Our Children: A Real Challenge
Paper, 16 pp. Published by the Committee on Education, Wisconsin State Chamber of Commerce, Madison, Wis.
A statement by the Wisconsin State Chamber of Commerce, urging better support for the state's educational system. In this statement, business and industry in the state have united in supporting bills in the state legislature for a more adequate support of education and better salaries for teachers.

UTAH EXTENDS EQUALIZATION

(Concluded from page 49)

Uniform School Fund will guarantee the remainder of the minimum program.

The final gain is found in the increase granted per classroom unit. In 1946–47 there was theoretical provision for $3,000 per classroom unit, plus $500,000 for transportation. Actually, state funds were limited so that school districts will receive, for the current year, an average of $2,820 per classroom unit, plus the transportation money. In all probability, during 1947–48, on the new basis, there will be available for each classroom unit $3,300, and $675,000 for transportation. On the old unit basis this is equivalent to $3,680 per unit, an increase of $860 per unit over 1946–47. In Figs. 1 and 2, the old and new plans of state aid are shown diagrammatically.

One possible shortcoming in the new legislation is in the extent to which the property tax is to be employed. That tax is the only source of revenue at the district level, and it will furnish about three fourths of the state fund. To partially compensate for this fact, the legislature has repealed all property taxes for welfare, most of the property tax for local roads, and given cities some state aid which allows further property tax reduction. Provisions were enacted requiring more uniform assessment over the state, and giving the State Tax Commission additional power to require local assessors to follow standard assessment practices.

Quite naturally, the legislation became teachers' salary legislation. While it is still too early to know just how salaries in 1947–48 will compare with those of 1946–47, preliminary examination would seem to indicate that salaries over the state will average from $500 to $700 higher than during the current year. Districts affected most favorably by the strengthened equalization features of the legislation will, of course, be able to grant the highest salary increases. As compared to the 1939–43 period, teachers' salaries in Utah in 1947–48 will be doubled.

School Law

School District Government

Questions of policy are solely for determination of the board of education, and when they have once been determined by it, the court will not inquire into their propriety, and will not interfere with the judgment of the board, unless by arbitrary and discriminatory action it abuses the power granted. — *People ex rel. McCollum* v. *Board of Education of School Dist. No. 71*, 71 Northeastern reporter 2d 161, 396 Ill. 14.

School District Property

School-bus operators were not liable for the loss of a finger of an 11-year-old boy resulting from an injury, when a ring which was on the boy's finger caught on a shelf formed by a metal reinforcement bar extending around the entire interior of the bus, while the boy was alighting from the bus, where the reinforcement bar was not out of repair nor faultily constructed so as to make the bus unsafe. — *Roland* v. *Coleman*, 198 Southwestern reporter 2d 978, 303 Ky. 650.

A school-bus operator, in the carriage of school children, is not required to guard against consequences which no reasonable man could expect to occur. — *Roland* v. *Coleman*, 198 Southwestern reporter 2d 978, 303 Ky. 650.

Teachers

A Colorado school teacher who was discharged from her position by the school board without complying with the statutory requirements was entitled to her salary for the remainder of the term under her contract, where the teacher had only a war emergency certificate permitting her to teach in that particular school, and she was unable to obtain other employment during the remainder of the year. — *School Dist. No. 13, in Saguache County* v. *Mort*, 176 Pacific reporter 2d 984, Colo.

The evidence established that a hearing conducted by a school board on a charge that a teacher was incompetent did not comply with the statutory requirements, so that the teacher was improperly discharged, where neither the president nor the secretary of the board presided at the hearing, and notice thereafter advising the teacher that she was discharged stated only for "good cause shown," without disclosing the nature of the accusations, if any, which the board found to be true. '35 C.S.A. c. 146, §§ 103, 239. — *School Dist. No. 13, in Saguache County* v. *Mort*, 176 Pacific Reporter 2nd 982, Colo.

The presumption is in favor of the validity of a tax levied by the board of education, and the mere possibility that the fund, when collected, might be diverted to some other purpose does not invalidate the levy. — *People ex rel. Schlaeger* v. *Riche*, 71 Northeastern reporter 2d 333, 396 Ill. 85.

The attorney general's office of Arizona has ruled that, under the state's nepotism law, school board members are prohibited from voting for the appointment of a relative to a school position. In an opinion given to Dr. Nolan D. Pulliam, state superintendent of public instruction, the attorney general held that the nepotism statute would prohibit a nonvoting member from taking any part in the proceedings, and would prevent him from engaging in or influencing the actions of the voting members.

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ASBJ 6-47

THE TASK OF PUBLIC EDUCATION

(Concluded from page 46)

state. This should be particularly true of public education, its function is not to create a civilization or a culture but the *agents or creators of a civilization*. We shall examine at another time the school as the creator of communities which is another main contention of this report, but we must not get these issues mixed.

The report is at times conscious of the individual and, if the overwhelming emphasis of the report was not on the subordination of the individual to society on a rather sharp, either-or proposition, we might regard seriously its sometimes evangelical fervor for the individual. But here, too, is confusion. At the end of the book discussing appraisal of schools we read:

> Any appraisal of a program of education must be sufficiently inclusive to serve the needs of many groups. Of primary importance, of course, are the needs of pupils. It is to them that the school owes its primary obligation, and whatever measurement is undertaken should be sufficiently explicit and individualized to be of assistance in all of our efforts at guidance (*p. 267*)..

This is certainly the correct principle, and on this principle the decision on the emphasis on the individual or society should have had a different answer than the one in the report. But in contrast with the statement in the final chapter we read in the third chapter on "The Power of Education"

> It is time we began to measure education at least in part in terms of the changes it makes in community life. Whether basic human nature can be changed is relatively unimportant. Man's social actions certainly can be changed. His response to situations can be modified. We need to build a school system that will be designed in terms of trying to change and improve community life.
>
> Education should try out many ways of solving various problems. The results should be marked in terms of changes produced in communities, in nations, and in the world. By this means we could slowly build the type of education that would have sufficient power to improve greatly the condition of man (*p. 37*).

Let us look now at some interesting statements in the report, which suggest that somewhere in the confused thinking of the report there was a fringe of sound ideas that could never seem to get into the focus of the thinking of the Commission. In the first paragraph of the Forward it is announced that the "great issue of these immediate postwar years is: 'Will these children acquire in their homes, in their schools, and in their communities, the social vision, the moral stamina, the mastery of self, and the continuing technical competence necessary for the tasks that will be theirs?' "(*p. 5.*)

There is some — in fact considerable, discussion particularly in the chapter on "The Power of Education" about technical competence, there are references to social vision but the other notions, the moral stamina, and particularly the mastery of self got lost somehow.

There is a very interesting discussion of the schools' function in developing in each pupil the competence to handle his personal problems, to give socially valuable expression to his unique abilities, to make constructive contributions to social and economic groups to which he belongs, to cope realistically and intelligently as an individual citizen with the grave economic and civic issues of his time. This has a good exterior appearance, but we almost immediately learn

> Schools which accept as their purpose the improvement of American life will attempt to set currents of purpose in motion in our society by equipping the pupils in their charge with *properly conditioned competence* (*p. 57*).

The phrase "properly conditioned competence" which is italicized in the text exactly expressed the fundamental idea of the report.

Then the fine phrase of the Educational Policies Commission 1941 Report is repeated: "The individual human being is of surpassing worth," (*p. 58*). This statement, says the report, reflects the primary element of our philosophy, reverence for the dignity of the individual, and respect for his unique personality. This affirmation of what it thinks is its faith is not enough. It continues with fervor "It is a great philosophy, a magnificent faith, a concept of human worth, to be preserved at all costs,"(*p.58*). But there is something beyond or before this primary element, this great philosophy, this magnificent faith. It is an "even higher conception of the individual."

> But the new world demands an even higher concept of the worth of the individual. He is to be of surpassing worth in our society, not alone as an individual but as a responsible instrument in the steady improvement of American life (*p. 58*).

"The dynamic conception of his worth places the emphasis upon his functional significance in our society," (*p. 59*).

So the newborn idea breaking through the chrysalis of the old values of the surpassing worth and dignity of the individual aided by "objective psychology and pragmatic philosophy" becomes not the democratic Christian synthesis of the individual and society but the totalitarian overemphasis on society at the expense of the individual.

LEWISTOWN SALARY SCHEDULE

The school board of Lewistown, Mont., has adopted a salary schedule for teachers, to become effective in the 1947–48 school year. All teachers are classified according to professional training, and annual increments are paid up to the maximum for the particular classification. Extra compensation is provided for teachers who carry more than a normal schedule in time and responsibility.

Teachers without experience but holding an A.B. degree are paid $2,400, and those with an M.A. degree receive $2,600. Teachers without degrees, but having three years' training, are paid $2,200, but they must complete work for a degree by attending summer school each year.

Experienced teachers holding an A.B. degree receive $2,400, plus $50 per year for experience up to $2,900; those holding an M.A. degree are paid $2,600, plus $50 per year for experience up to $3,100. The maximum for A.B. degree teachers is $3,800 per year, and for M.A. degree teachers $4,200.

The schedule includes five days' sick leave per year, which is cumulative up to 21 days. Five extra days are allowed for death in the immediate family.

Leaves for further study are allowed after seven years' service in the schools. A teacher on leave will receive full pay, less the cost of a substitute, or about 65 to 70 per cent of the salary. Accident insurance is provided by the board, and free medical examinations are given once every two years.

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GLOUCESTER MODERN SCHOOL

(Concluded from page 37)

with flat decks surfaced with tar and gravel. Acoustic tile ceilings will be used in the classrooms, corridors, administration wing, and auditorium. The gymnasium ceiling is to be unfinished and all other ceilings are to be of plaster.

Window Construction and Lighting. All classrooms will be bilaterally lighted. Projected steel sash are provided on the lower side, and continuous clerestory windows along the higher side. Sloping ceilings will reflect the light toward the inner part of the room. Artificial lighting will be fluorescent throughout the administration and classroom wing.

Floors. A suspended concrete slab will provide the floor of the kindergarten, the administration wing (except corridors), toilet and locker rooms, lobby and sloping portion of auditorium. Elsewhere the slab will be poured on gravel fill and waterproofed.

A variety of floor coverings will be used. Classrooms, corridors, and administration offices will have asphalt tile. Toilet rooms, locker and shower rooms, will have ceramic tile; gymnasium, hardwood; kindergarten, linoleum with especially designed inserts. The top of the auditorium slab will be integrally colored and rubber matting laid in the aisles.

Heating and Ventilation. Heating is planned for each room to suit its occupancy. In the classrooms wrought iron pipes are embedded in the floors to supply radiant warmth. An accessible flow valve is provided in each room. Floors can be warmed to 80 degrees. To assist in the heating and to provide proper ventilation a unit ventilator will be provided in each classroom. By-pass dampers are to be provided and control will be by thermostats in each room. As an additional aid to ventilation, bad air will be exhausted mechanically through a trunk line running the length of the corridor discharging at the north end.

Corridors, toilets, and administrative wing will have radiant heat supplemented with nonferrous convectors equipped with adjustable radiator orifices thermostatically operated.

The auditorium, gymnasium, locker rooms, and kitchen are heated with ferrous type steam convectors. Floors of the auditorium are warmed by convector pipe lines. Ventilation will be by steam tempering of cold air through units concealed behind the proscenium wings.

An oil burner capable of burning No. 5 oil will be the source of heat supply. The boiler will be of the fire tube steel type. Control of the system is to be an outside all-weather thermostat.

Conclusion. The building has been designed for low maintenance costs. At present prices it can be built for $260,000. The plan has been approved by both the Gloucester School Committee and the Gloucester City Council. Funds are available for immediate construction and bids will be called for as soon as plans are complete and final action can be taken by the Gloucester City Council.

TREATMENT OF WOODEN FLOORS

(Concluded from page 48)

it is dissolved and then scrub vigorously, preferably with a scrubbing machine. Squeegee up the oily solution at once before it has time to settle back in the floor and proceed to a new area. After going over the floor, rinse well and let the floor stand for a week or ten days, allowing the more deeply imbedded oil to arise to the surface. During this waiting period the floor may be used as usual.

A second cleaning, exactly like the first, is usually sufficient, though in extreme cases a third cleaning may be necessary. If the floor has been oiled for many years, it is good practice (though not essential) to apply a coat of lacquer-type sealer. The latter will not mix with embedded oil, but will seal the pores, drying quickly.

After removing the oil and when the floor is dry, there may be "salty" spots indicating insufficient rinsing, in which case the floor should be rinsed again.

After the floor is quite dry, it is advisable to go over it with steel wool to smooth down the raised grain and remove possible foot tracks made during the drying period. Then apply the sealer and wax as directed in the foregoing cases.

In the matter of floor maintenance, the modern school has come a long way in a few years. Until 15 years ago, floor oil was used almost universally on wooden floors, providing a dark, grimy surface that was as insanitary as it was unsightly. Now many states ban the use of floor oil, especially as a fire hazard.

SCHOOL BOARD MEETINGS

(Concluded from page 18)

minute book must be kept in a safe place, preferably in a fireproof vault, so that this only legal record of the board meetings, is permanently secure.

All matters which come before the board are necessarily written in the minutes, even the details and minor actions. This can be done in such a way as to make it possible to find specific items. The minute book should be indexed by subjects and classified according to areas of issues. Many times the secretary can keep a card index of subjects. After each meeting, then at the end of the year, he can accumulate the index for the minute book from these cards.

It is a legal fact — and good democratic practice — to consider the minutes of board meetings as belonging to the people. This does not mean that any person who desires can come and look through the minutes to learn something about an individual for personal reasons, but it does mean that the minutes are available to the public and that groups which have in mind the general welfare of the schools should be permitted to see the minutes.

Newspaper reporters should be invited to meetings and should be permitted to see the minutes in order to publish facts of interest to the people.

Many times superintendents and board members get much criticism because they are secretive regarding what takes place in the board meetings. "The only preventive of reckless gossip about government action and policy, is the publicity of actual facts."[5] If this statement is taken as a truism, then the minutes of the board of education must be made public. If this is done, we believe that not only the principle of *democracy* in action will be more nearly met, but that it will be a step forward.

In the long run, it is more *prudent* to do these things, and therefore these principles will become two-edged tools for the administrator.

[5] "Open Board Meetings," AMERICAN SCHOOL BOARD JOURNAL, July, 1945.

MORE AND BETTER GEOGRAPHY

(Concluded from page 34)

better job at the grade level. The problem may further be solved by opening present geography courses in the high school to college prep students, by adding numerous other courses to the high school curriculum, and by doing a more vigorous, effective job of instruction. All too frequently, the high school population refers to the geography courses given as courses for the "dumb" students since weak students who in all probability never will reach college are encouraged to take geography as a science rather than chemistry, physics, or biology. Is it any wonder, then, that college students are "surprised" to find geography listed in the university catalogs?

FUNCTION OF THE PRINCIPAL

(Concluded from page 28)

we can no longer survive in a world of mutual suspicion, fear, and hatred. The principal is in a key position in the only force that can help us. No person occupying such a position, with its overwhelming responsibility, can afford to be complacent, sleeping through these times on the basis of "business as usual." Attitudes necessary for survival in this age must be nurtured in the hearts of all Americans. These attitudes must first be in the hearts of those who would impart them. And then there is a call for action.

EAST CHICAGO SALARY SCHEDULE

The board of education of East Chicago, Ind., has adopted a salary schedule for 1947–48, based on years of experience and professional training. The maximum advance in salary for the next year is $1,000. The new salaries will be financed in part by increased support from state funds, and in part by increases in local taxation.

Under the schedule, all teachers are divided into four groups according to extent of professional preparation. Teachers in Class I with no experience start at $2,000. After one year's experience they will advance to $2,100, and go to $3,100 after 15 years' experience. Teachers in Class II will start at $2,300 and go to $3,400 at the end of 15 years. Teachers in Class III will start at $2,700 and go to $4,800 after 15 years, and teachers in Class IV will start at $2,800 and go to $5,200.

New Supplies and Equipment

BRADLEY ANNOUNCES NEW JUNIOR "NO-ROLL" CRAYON

Milton Bradley Company, Springfield, Mass., has announced a new junior size non-rolling crayon. A feature of this new crayon is that it is flat on one side and will not roll. This crayon aids in keeping quiet and order in the classroom as compared with conventional type crayons which roll off desks and tables.

Milton Bradley Co., Springfield, Mass.

For brief reference use ASBJ—601.

BRITANNICA FORMS CARTOGRAPHIC DEPARTMENT

The Encyclopedia Britannica, Chicago, Ill., has formed a new cartographic department to solicit contributions from the world's leading geographers, cartographers, and students of human affairs. The department is under the general supervision of Dr. G. Donald Hudson, geographic editor, and Dr. Clarence B. Odell.

The department aims (1) to produce an outstanding English language *atlas*, (2) to provide the editorial department with geographic information, and (3) to provide black-and-white maps used in publications other than the Britannica World Atlas.

With the policy of continuous revision and of soliciting the aid of contributing authorities, new maps will be made under the direction of Dr. Hudson and Dr. Odell. Alterations in individual maps now under way will comply with official or noteworthy changes in the geographic, economic, and social status of any country.

Encyclopedia Britannica, 20 N. Wacker Drive, Chicago 6, Ill.

For brief reference use ASBJ—602.

DeVRY ISSUES FOLDER ON AUDIO-VISUAL EDUCATION

The DeVry Corporation, Chicago, Ill., has issued for free distribution a factual folder, listing the company's varied professional services available to educators and teachers through the educational staff, headed by Charles R. Crakes, authority on audio-visual education.

A copy of the folder is available from the educational department of the DeVry Corporation, 1111 Armitage Ave., Chicago 41, Ill.

For brief reference use ASBJ—603.

RCA'S NEW LINE OF "SELECTOR" INTERCOMMUNICATING SYSTEMS

A new line of "Selector" intercommunicating systems has been announced by the RCA Sound Equipment Section. The line features five different models of master and remote stations, to offer flexibility of intercommunication, with master and remote stations which may be hooked up to fit individual needs. Two models of the master station have six selector keys, two have twelve keys, and a fifth is a "remote" through which calls can be initiated and received from the master station. The master stations are designed for ease of operation and have a combination "on-off" and volume-control switch which lights a jeweled pilot lamp to indicate when the unit is powered and ready for use. Additions to the system can be made at any time without affecting the original installation.

The systems feature cabinets in streamlined, matte-black plastic, with satin-chrome speaker grilles. Selector keys have identification strips for numbers, initials, names, or titles of personnel.

Radio Corporation of America, Camden, N. J.

For brief reference use ASBJ—604.

ANNOUNCE LOPO-TRIM

The three most common installations of Lopotrim and a new low-potential raceway for telephone wires are illustrated and described in Booklet No. 543, issued recently by the National Electric Products Corporation.

The raceway, used especially for telephone wires, may be installed on top of a baseboard, as a toeplate, or as a finish trim above or below the "plug-in-strip."

National Electric Products Corporation, Chamber of Commerce Bldg., Pittsburgh, Pa.

For brief reference use ASBJ—605.

AMERICAN SEATING ELECTS OFFICERS

The American Seating Company, Grand Rapids, Mich., at its annual meeting elected new officers. Harry M. Taliaferro was elected president; George H. Roderick and James M. VerMeulen were named vice-presidents; and E. M. Mootz was named treasurer. Mr. VerMeulen was also elected a director.

James M. VerMeulen

Directors re-elected comprise Harry M. Taliaferro, Grand Rapids, president and general manager; R. K. Merrill, Grand Rapids, works manager; Heber W. Curtis, Grand Rapids; John E. Martin, Birmingham, Mich.; W. B. Turner, Dayton, Ohio.

MAPLE FLOORING HAS NEW OFFICES

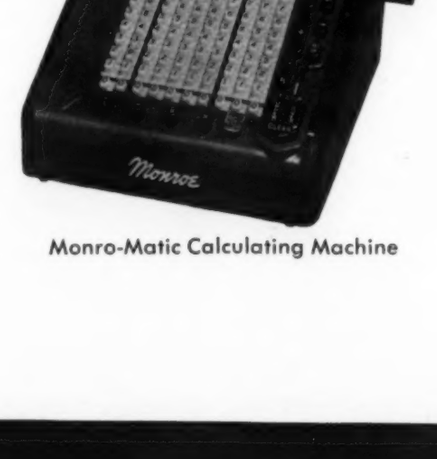
The Maple Flooring Manufacturers' Association is occupying new offices at 46 Washington Boulevard, Oshkosh, Wis. L. M. Clady is in charge as secretary-manager.

The Association has been in existence since 1897 and the present organization is a continuance of the new Association established March 1, 1905.

The Association has issued a new and revised "Grading Rules" booklet for maple, beech, and birch flooring, which is available to interested school officials, and architects.

MONRO-MATIC CALCULATING MACHINE

The Monroe Calculating Machine Co., Orange, N. J., has issued a four-page folder, describing and illustrating its Monro-Matic machine, a lightweight, portable, and high-speed machine combining new and startling features. Built for desk use, it takes up only the space of a letterhead and does not disturb even a telephone conversation. A systematic arrangement brings every control right under the finger tip. The operator just feeds the figures and the machine does all the work.



Monro-Matic Calculating Machine

Monroe Calculating Machine Co., Orange, N. J.

For brief reference use ASBJ—606.

BROWN ISSUES CATALOG OF CONTROL DEVICES

"Industrial Control Devices," Catalog No. 8302, published by the Brown Instrument Co., a division of the Minneapolis-Honeywell Co., contains useful information on electrical and pneumatic automatic control systems. Accurate and dependable industrial control devices and safeguards are fully described, with complete diagrams, dimensional drawings, and photographs of each instrument, as well as specifications, range charts, etc. Both electric and pneumatic relays and switches are described, including the Con-Tac-Tor Mercury switches, and a summary of Brown instruments for every need in measurement and control.

Brown Instrument Co., Wayne and Roberts Aves., Philadelphia 44, Pa.

For brief reference use ASBJ—607.

AMERICAN STANDARD CIRCULARS ON TWO HEATING BOILERS

American-Standard, Pittsburgh, Pa., has issued two 4-page circulars, describing the latest additions to the firm's heating equipment line, the Arcoliner Wet Base Boiler and the Exbrook Boiler. The Arcoliner is an oil-fired unit for small homes, and the Exbrook a system for large homes, apartments, schools, and other buildings. The latter is available in oil or stoker-fired models.

American Radiator & Standard Sanitary Corp., P. O. Box 1226, Pittsburgh 30, Pa.

For brief reference use ASBJ—608.

DeVRY EXPANDS MANUFACTURING FACILITIES

The DeVry Corporation, Chicago, Ill., has announced an expansion of its manufacturing facilities by practically doubling its plant manufacturing and assembling capacity. The enlargement of its plant is due to the overwhelming demand for all types of DeVry motion picture equipment on the part of schools, educational institutions, and hospitals.

W. C. DeVry, president of the company, in presiding at the open house in the new quarters on April 30, said that complete plant modernization for streamlined production methods during the war enabled the firm to win five army-navy citations, but this alone has not been enough to take care of the unprecedented amount of orders from each of the 48 states and 68 foreign countries.

DEATH OF EDWARD J. SHERIDAN

Edward J. Sheridan, vice-president and sales manager of the E. H. Sheldon Company, Muskegon, Mich., died at his home on April 18, after a year's illness. He was 48 years old.

Mr. Sheridan, who was a native of Muskegon and a graduate of the local high school, joined the Sheldon Company in 1919, after service in the U. S. Naval Air Force in World War I. He traveled widely to expand the firm's business. He became vice-president May 26, 1941.

As president of the Associated Exhibitors' Association of the N.E.A. and the A.A.S.A., he was widely known among school officials. In his dealings with school authorities and architects, he demonstrated more than a high professional interest in the equipping of school laboratories, shops, and libraries. He was a member of the National Association board for four years.

NEW ACCOUNTING METHOD

The Systems Division of the Remington Rand Company, New York City, has announced a radically new, basically simple system of accounts receivable control which speeds and facilitates receivable procedures.

The new system is dramatically presented in a 20-minute, full color, sound-motion picture entitled, "Saving With Suipa," which traces the development of accounts receivable from the spindle credit system in a country store, through

the stages of bound books and ledgers, to systems of machine posting and ledgerless accounts receivable plan. The advantages of a unit operation, where one operator handles all credit, accounting, and collection operations for a group of accounts, is portrayed in action and dialog. Prints of the film are available from the Remington Rand offices in all sections of the country.

Remington Rand, 315 Fourth Ave., New York 10, N. Y.

For brief reference use ASBJ—609.

DETROIT STEEL ANNOUNCES 5 PER CENT REDUCTION IN STEEL WINDOWS

The Detroit Steel Products Co., Detroit, Mich., has announced a 5 per cent reduction in the list price of Fenestra residential steel casement windows, and the elimination of escalator clauses in all material contracts. The company has the largest backlog of orders in its history, and is in peak production at its plants.

MR. O'CONNOR ESTABLISHES CONSULTANT SERVICE FOR CUTLERY ITEMS

D. Joseph O'Connor, formerly connected with the Acme Shear Company, Bridgeport, Conn., has resigned and established his own merchandising consultant service in cutlery items for schools and institutions, under the name of Steelcraft Products Co., Bridgeport, Conn.

D. Joseph O'Connor

Mr. O'Connor, who had been associated with Acme for more than thirty years, had served the industry in many other capacities. He has been a director of the National School Service Institute, Chicago.

He can be reached at the Steelcraft Products Co., Box 6111, Beardsley Station, Bridgeport, Conn.

N.E.A. WINS 16MM. PIONEER AWARD

A 16mm. Pioneer Award was presented to the National Education Association through its Audio-Visual Instruction Department, in Chicago, April 25, in connection with the observance of the sixteenth anniversary of the development of the 16mm. sound on film.

The award, in the form of an illuminated parchment scroll, was presented by the 16mm. Motion Picture Equipment Section of the Radio Corporation of America, in recognition of the achievements of the N.E.A. in advancing learning and understanding through audio-visual aids in schools. Dr. Walter A. Wittich, president of the Association's Department of Audio-Visual Education, accepted the award from A. G. Petrasek of the RCA Engineering Products Department.

WITTE ISSUES CATALOG OF DIESEL ENGINES

The Witte Engine Works, Kansas City, Mo., has issued its new Catalog No. 11, describing and illustrating its complete line of Witte Diesel engines and Dieselectric plants, as well as some of their applications.

Witte Engine Works, Kansas City 3, Mo.

For brief reference use ASBJ—610.

Advertisers Products and Services

Advertisers in this index are given a code number in addition to the page number on which the advertisement appears. Refer to the advertisement for product or services available. Write direct to advertiser or use the coupon in requesting information from a number of advertisers.

The advertisements in this issue have been given a code number for your convenience in requesting information on products, services, booklets, and catalogs offered. Encircle the code number of the advertisement in which you are interested, clip and mail the coupon to THE AMERICAN SCHOOL BOARD JOURNAL. Your request will receive prompt attention. BRUCE-MILWAUKEE.

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